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ABSTRACT

Perceptions of 242 graduates of the Division of Education program at Indiana University at South Bend were studied. Bachelors' and masters' level graduates who received their degrees during 1970-1983 were mailed opinionaires to determine the following information: respondents' employment status and their opinions regarding courses/topics in foundations of education, educational psychology, methods and materials, and classroom management, as well as content preparation. About 16 percent of the respondents were employed as teachers from preschool through senior high levels. Respondents also indicated whether they worked as teacher aides, administrators, or counselors, and whether they worked part- or full-time. Most were primarily engaged in teaching in a regular (53 percent) or special education (16 percent) classroom, and some worked in higher education. Respondents also rated the adequacy of preparation of specific courses/topics and learning experiences. For example, students rated the following components of the foundations of education area: history, social impact, philosophy, ethnic/cultural awareness, and disability awareness. In addition to the findings mentioned, 34 statistical tables of findings are provided, along with student answers to 28 open-ended questions. The questionnaire is included. (SW)

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FOLLOW-UP STUDY OF INDIANA UNIVERSITY AT SOUTH BEND GRADUATES UNDERGRADUATE AND GRADUATE DEGREE PROGRAMS, 1970-83

DIVISION OF EDUCATION

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Spring Semester, 1985

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SECTION I

THE PROBLEM AND PROCEDURES

BACKGROUND

Introduction. The Indiana Department of Education, Division of Teacher Education and Certification periodically evaluates those institutions and programs within Indiana charged with preparing persons to be certified and teach within the State. One facet of this evaluation procedure is to request the institution to conduct a follow-up study of its graduates.

This study is intended to contribute further background data concerning the program of the Division of Education, Indiana University at South Bend. It was intended to specifically identify program strengths and weaknesses, as perceived by the students who have graduated from Indiana University at South Bend within the last 15 years. The report is divided into two major sections: the presentation of "forced choice" data collected through the use of an opinionaire as well as a duplication of all remarks obtained in the "open end" sections of this instrument.

METHODS OF PROCEDURE AND SOURCES OF DATA

The purposes of this section were to describe: (1) the methods used in obtaining the sample for the study; (2) the design of the opinionaire and (3) the statistical treatment of the data.

Obtaining the sample. A list of all graduates at both the Bachelors' and Masters' levels was obtained from the Indiana University at South Bend (IUSB) Computing Center. From list this a random sample of Masters' degree recipients was drawn. The

complete list of Bachelors' degree recipients was used, because in the "earlier years" (1975-78) the numbers were small because Division programs were growing and in the later years (1979+) the program enrollments were in a state of decline. Labels were generated from these two lists, using the best available addresses. Data for years earlier than 1975 were not available.

Opinionaires, together with a covering letter, were mailed to the sample of graduates. A follow-up postal card was mailed to the nonrespondents approximately one month later (see Appendix A, pp. 37-43).

Design of the opinionaire. The initial opinionaire was designed from those used in earlier studies (see DuVall and Redwine studies). These were modified by the committee and questions were developed which were intended to obtain data in the same areas developed for accreditation by the Indiana Department of Education (prior to 1985 called the Department of Public Instruction), Division of Teacher Education and Certification (IDE/TEC).

The purpose of the questions was to elicit the following information: (1) employment status of the individual (both "inside" and "outside" of education), including the level taught as well as primary job responsibility; (2) opinions regarding the Foundations area; (3) area of Educational Psychology; (4) Methods and Materials; (5) Classroom management; and (6) Content Preparation as related to courses provided by the Division of Arts and Sciences. Demographic data were obtained from the students' records after receipt of the returned instrument. All remarks received on all returned instruments were reproduced in

Appendixes C through F).

Treatment of the data. All data were analyzed and reported as a per cent of the total (usable) returns received to the opinionaires originally mailed. Data were classified by year of degree completion (range), the original sampling unit.

LIMITATIONS OF THE STUDY

The limitations of any investigation conducted by the use of normative survey techniques existed in this study. A further limitation resulted from the fact that the reliability of the data depended upon the interpretation of the questions (not previously tested) and the accuracy with which the respondents marked the instruments.

One further limitation was the fact that many respondents received both their Bachelor's and Master's degrees from the institution and this fact undoubtedly resulted in some confounding of data.

SECTION II

PRESENTATION AND ANALYSIS OF DATA

The purposes of this chapter were to present the results of the analysis of data of (1) the mailing and return of the opinionaire and (2) the data obtained from the answers to questions contained in the opinionaire itself.

MAILING AND RECEIPT OF OPINIONAIRES

The opinionaires were enclosed, together with a covering letter (Appexdix A, pp. 37-43) in an envelope addressed to each randomly selected member of the sample of graduate students and the population of undergraduate students. These were mailed on March 16, 1983. A follow-up postal card (Appendix A, p.) was mailed to those members of the sample who had not returned their response and whose original query had not been returned by the post office (24 per cent returned). In total 242 responses were returned, a rate of 39 per cent of those instruments delivered. Because of this rate of return it is believed that generalizations can be drawn to the population of graduates of IUSB as identified in the design.

ANALYSIS OF THE DATA

Demographic data. Responses from the two groups (hereafter called students) were analyzed first on the basis of their sex (obtained from the records). Examination of the data as presented in Figure 1 show that the preponderance of the respondents were female. This is no surprise because the preponderance of program registrants is female. These figures

merely tend to confirm what is known of the student body. Also note that graduate students tend to have a higher proportion of males than do other classifications. Again, this tends to support registration figures. No response, in this figure, represents deficiencies in recording data, either on the records or by the recorder in this project (no verification of data was attempted due to financial limitations). Complete data are presented in Table 1, p. 45.

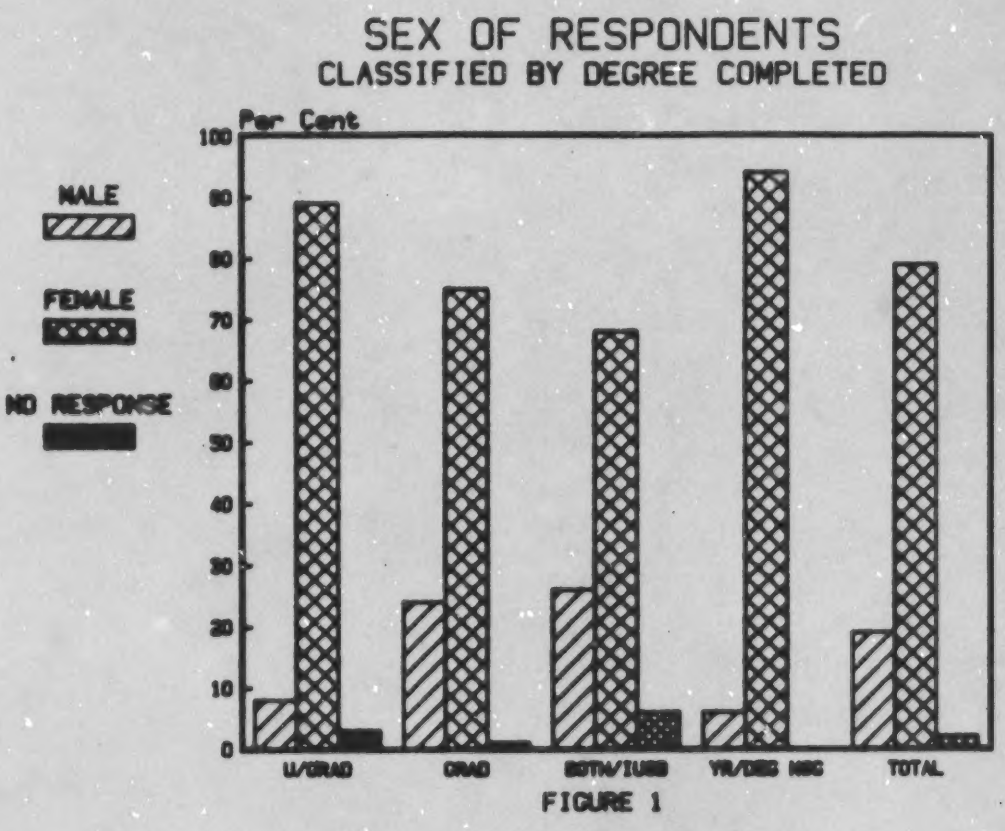

FIGURE 1

Respondents were classified by the area in which they received their degrees. An attempt was made to find out in which areas they held certification, however, the records proved to be

more reliable in the area of degree granted, therefore this was the basis of classification. These data again tended to support enrollment patterns at IUSB and program offerings, as well as class schedules (visual inspection only). Note that the number of secondary graduates increased in the graduate program - as could have been expected. See Table 2 (p. 46) for data as well as Figure 2 below.

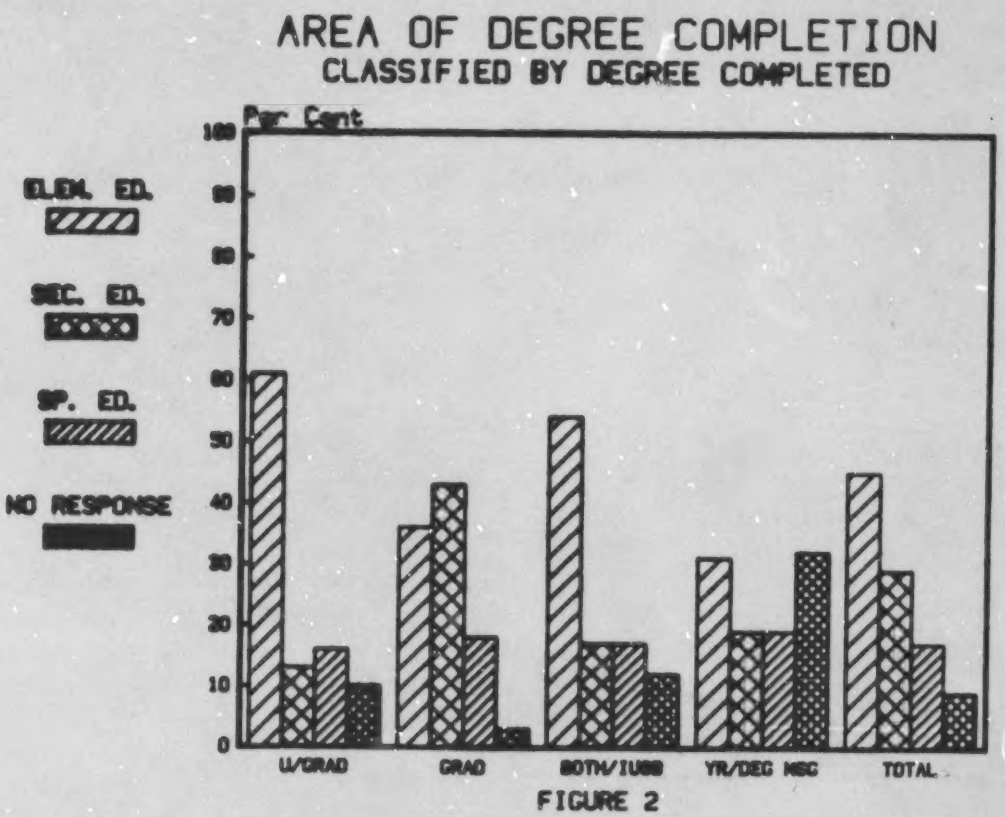

FIGURE 2

Respondents were then asked if they were employed as a teacher. Approximately 16 per cent of the respondents indicated that they were not so employed (39 persons). For analysis purposes these responses were included in the analysis, because

they had attended classes and their responses were valued, but their responses were not classified separately. These data are available upon request, but their separate analysis appeared to contribute nothing additional to this study. It is interesting that eight of every ten graduates who responded indicated that they were employed. These data are presented in Figure 3 below and Table 3, p. 47.

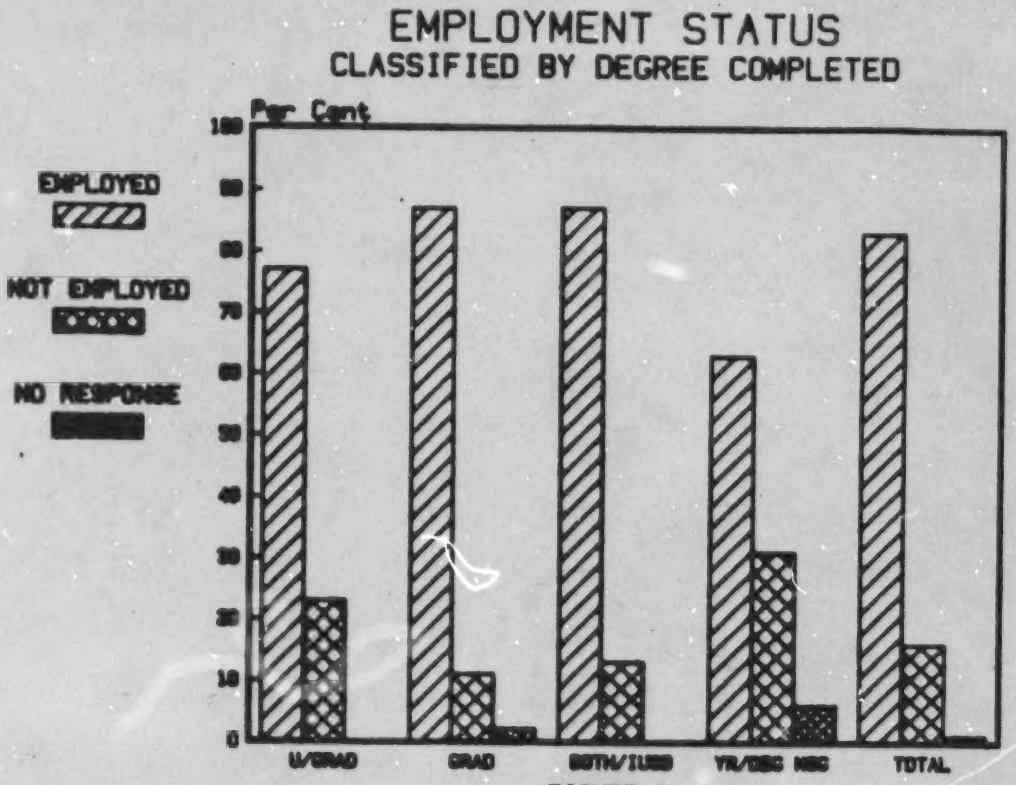

FIGURE 3

Respondents were then asked if their employment (in education) was in the public or private sector. Of those citing employment in education more than of 60 per cent indicated that they were employed in the public schools while less than 20

per cent indicated that their employment was in the private sector. The non-respondents (18 per cent) represented those who were employed outside the field of education (this figure may look high, but no other logical way of handling those employed outside education was found, and still maintain internal consistency within the study). Data are presented in Table 4, p. 48 as well as Figure 4 below.

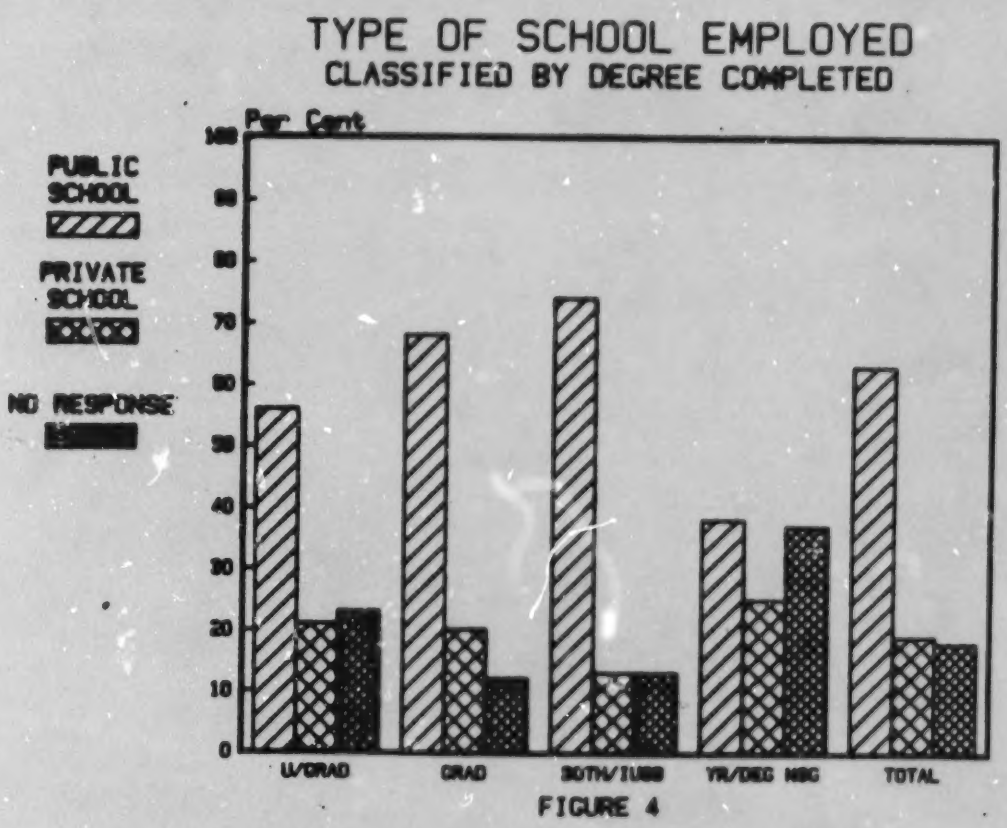

FIGURE 4

When asked about the area in which they were employed the respondents indicated that they were employed from pre-school through senior high school. This distribution of graduates tends to support the programs as developed by IUSB. They also tend to

show that there is a demand for both the pre-school and junior high/middle school programs that have been the two most recent programs developed by the institution. Complete data are presented in Table 5, p. 49 and in Figure 5 (below).

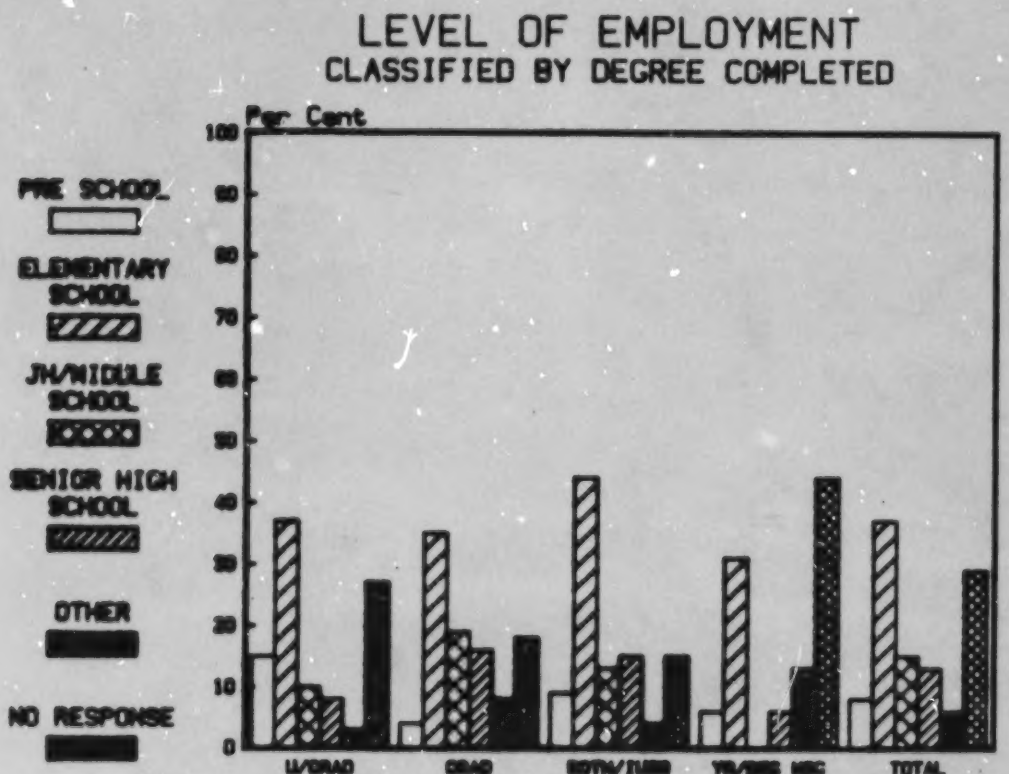

FIGURE 5

Recipients were asked if the position they held was that of a teacher's aide, teacher, administrator/supervisor, in counseling and guidance or other. One interesting fact which emerged from the responses was that no respondent indicated primary responsibility for counseling/guidance. This was particularly gratifying as the mailing list had been programmed to exclude these persons (the C & G Department conducts their own

annual follow-up study). As can be noted a preponderance of the respondents indicated that they had teaching responsibilities. Again, these responses indicate that the majority of the graduates of the program fulfill the role for which the program trains them. Data are presented in Table 6, p. 50 and are illustrated in Figure 6 below.

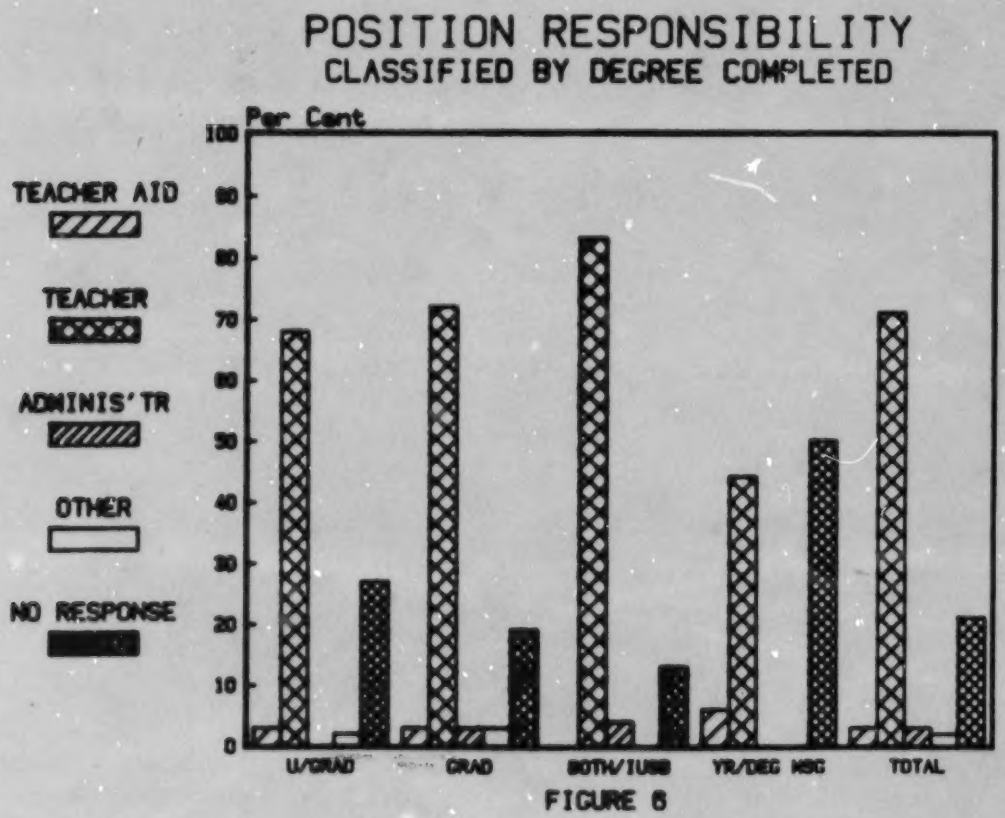

FIGURE 6

Respondents were asked if their position was one of full-time or part-time (1/2 day or less) responsibility. This question might have some impact upon class scheduling in the future, particularly at the graduate level. As can be noted the preponderance of responses indicated that these persons were

employed on a full-time basis, so no change in scheduling patterns is indicated for the immediate future. These data are presented in tabular form on page 51 (Table 7) as well as in bar-chart form below (Figure 7).

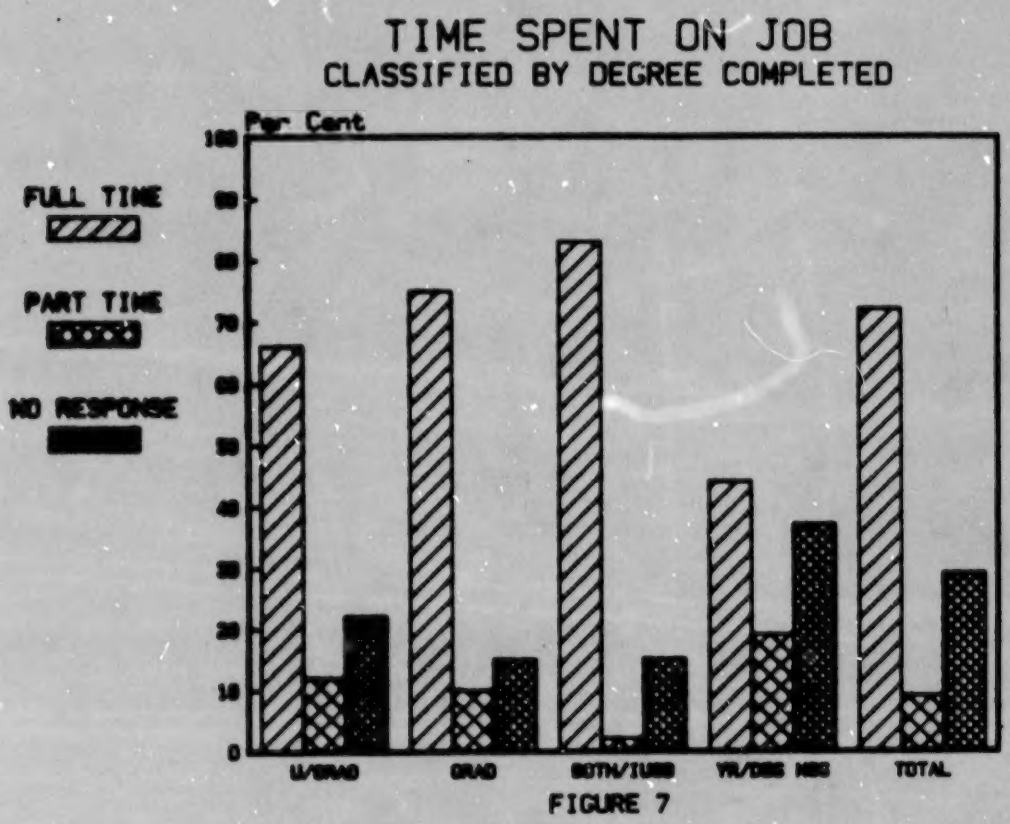

FIGURE 7

Finally the presentation of the demographic data concludes with Figure 8 (next page). As can be noted most respondents indicated that they are primarily engaged in teaching in a "regular" and "special education" (53 and 16 per cent) classroom. Those who completed the "other" section indicated a wide variety of organizational patterns and assignments ranging from work in higher education through several special tutorial programs that

appeared to be locally developed and maintained. Also included were a small number of administrative assignments, some appearing to be on a part-time basis. Complete data (without further classification of the "other" category) are presented in Table 8, p. 52.

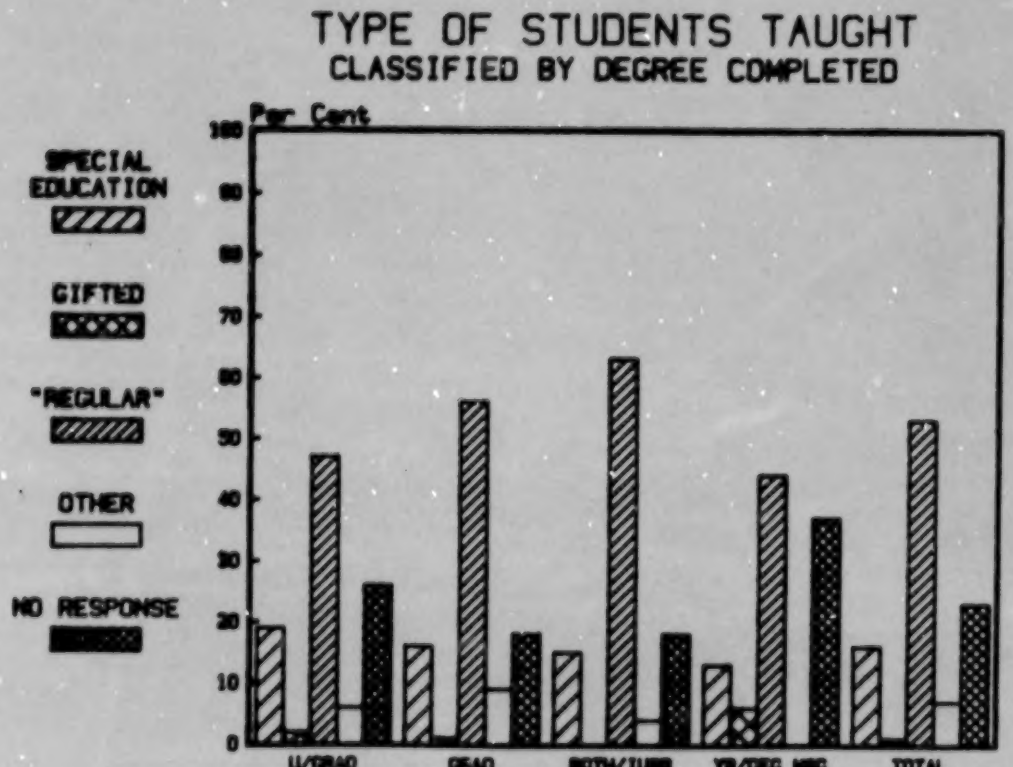

FIGURE 8

Finally, salary range was requested. Few responses were received, therefore these data were not reported in this study but are available upon request.

Foundations of Education. Respondents were asked for their opinions concerning the extent to which their program prepared them in the area referred to as "foundations," first regarding the basis for the present educational system (history). Their response pattern revealed that they believed this area to be, to a great extent, adequate or above. These data are summarized in Figure 9 and completely presented by groups of years in Table 9 (Appendix B, p. 53).

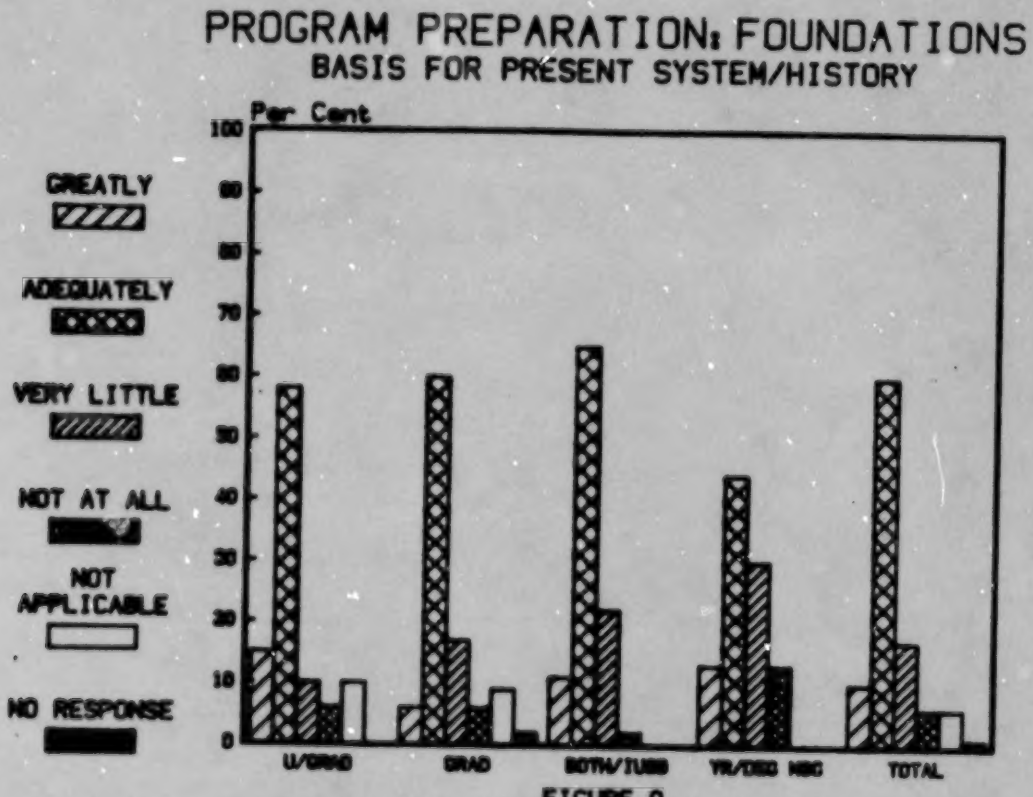

FIGURE 9

They were then asked about the adequacy of their program related to the social impact and the future of education. Again they believed that the program was adequate and above, but not

quite to the extent that they believed the same to be true of the historic aspects. Graduate students believed that the program presented more aspects of the social impact than did the undergraduates by a full 8 per cent. These data are presented in the histogram contained in Figure 10 (below) and in tabular form in Table 10 (Appendix B, p. 54).

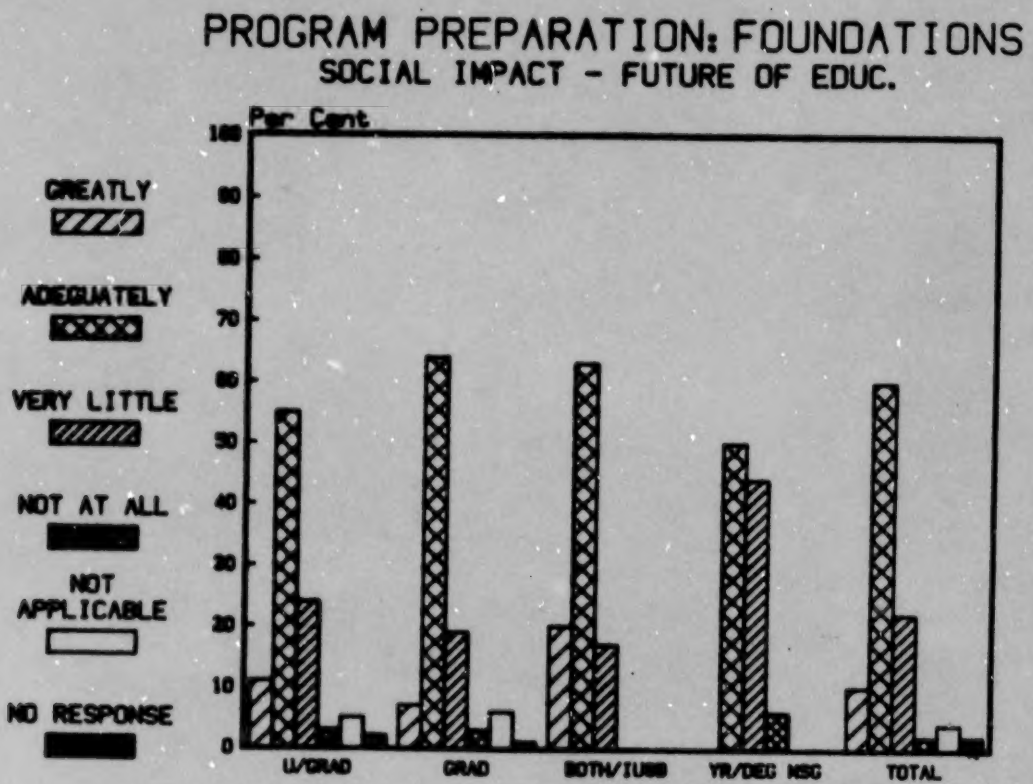

FIGURE 10

Graduates were asked their views concerning the philosophical foundations of their program. Again a large majority of the respondents believed that the program was adequate or more than adequate (the extent to which their program at IUSB prepared them in this particular area). These data are

illustrated in Figure 11 (below) and presented in Table 11 (Appendix B, p. 55).

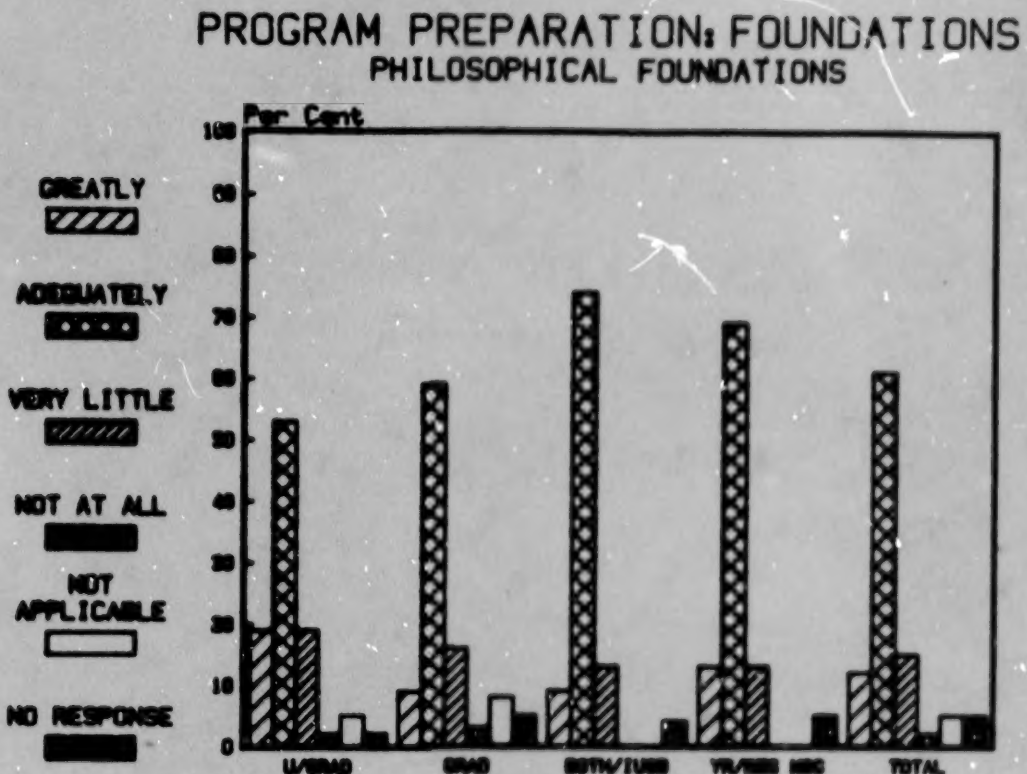

FIGURE 11

The next "foundations area" to be examined was that of "ethnic/cultural awareness." A majority of the students believed that the program was adequate or above, but not to the same extent that they perceived other areas. These data are presented in Figure 12 (next page) and in more detail in Table 12 (p. 56).

Finally, respondents were asked to evaluate their perception as related to the area of disability awareness. A definite area for concern was revealed here. A course component has been developed and is being taught and it is presumed that subsequent

studies will show increased disability awareness. These data are presented in Figure 13 (next page) and Table 13 (p. 57).

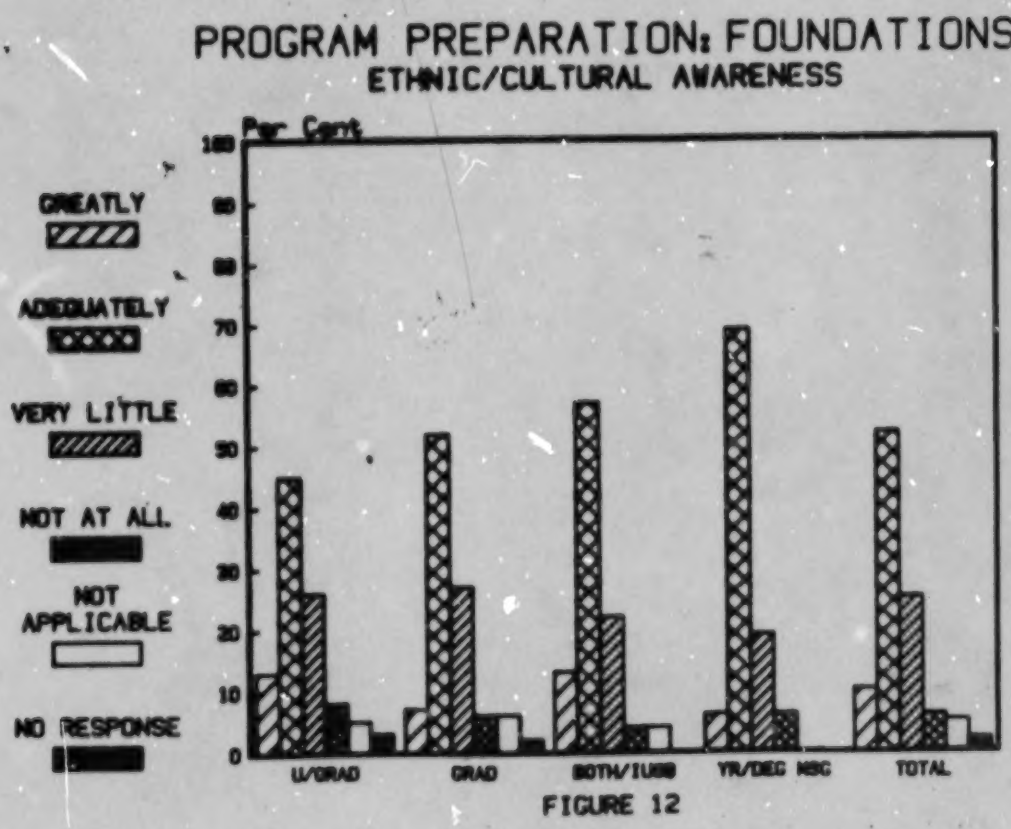

FIGURE 12

Educational Psychology. The next major program area to be examined was that of psychology. Respondents were asked for their perceptions of the program in five areas. Their responses are presented in the illustrations that follow.

First, they were queried regarding the program as related to child growth and development. In excess of 80 per cent of the respondents believed that it was adequate or above. These data are summarized in Figure 14 (next page) and Table 14 (p. 58).

PROGRAM PREPARATION: FOUNDATIONS
DISABILITY AWARENESS

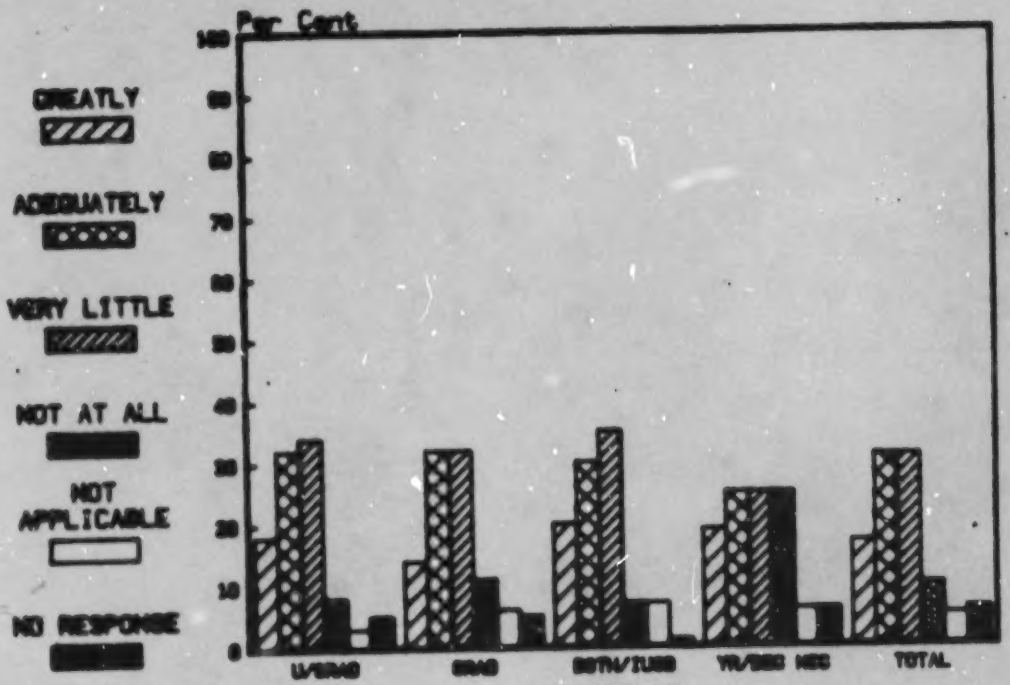

FIGURE 13

PROGRAM PREPARATION: EDUC. PSYCH.
CHILD GROWTH AND DEVELOPMENT

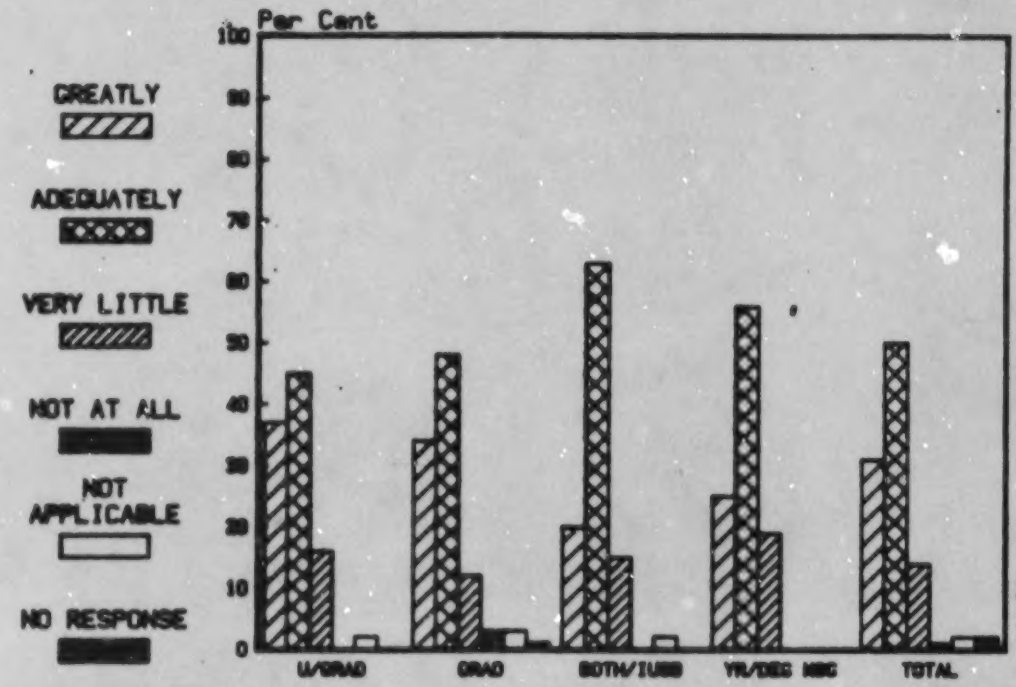

FIGURE 14

Respondents were next asked about their perception of the courses content related to learning theory and application. Note that they perceived the graduate program had more of this content than did the undergraduate program. This would appear to be a logical consequence of the developmental nature of the programs. Data are presented in Figure 15 (below) and in Appendix B (Table 15, p. 59).

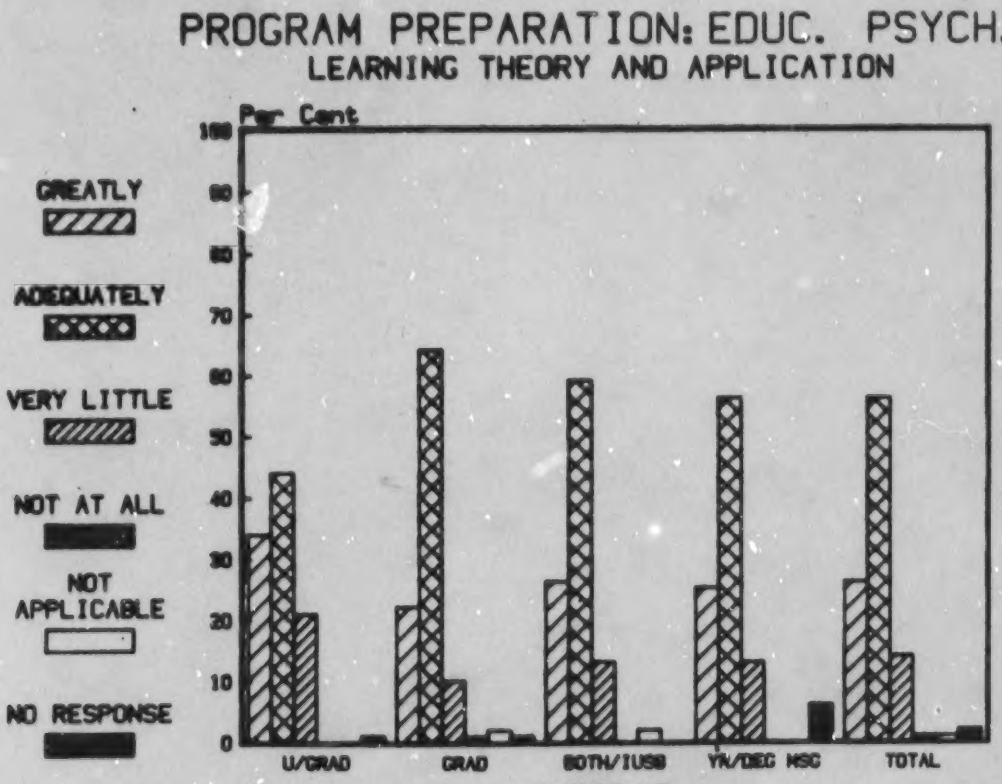

FIGURE 15

Students were asked their perceptions of the program in the area of the study of cognitive, affective and psychomotor domains of learning. Both the undergraduate and graduate students perceived these domains to have been more that adequately covered

(80 and 88 per cent respectively) with the undergraduates being more positive (48 per cent responding "greatly" [highest rating]). These data are presented in Figure 16 and Table 16 (Appendix B, p. 60).

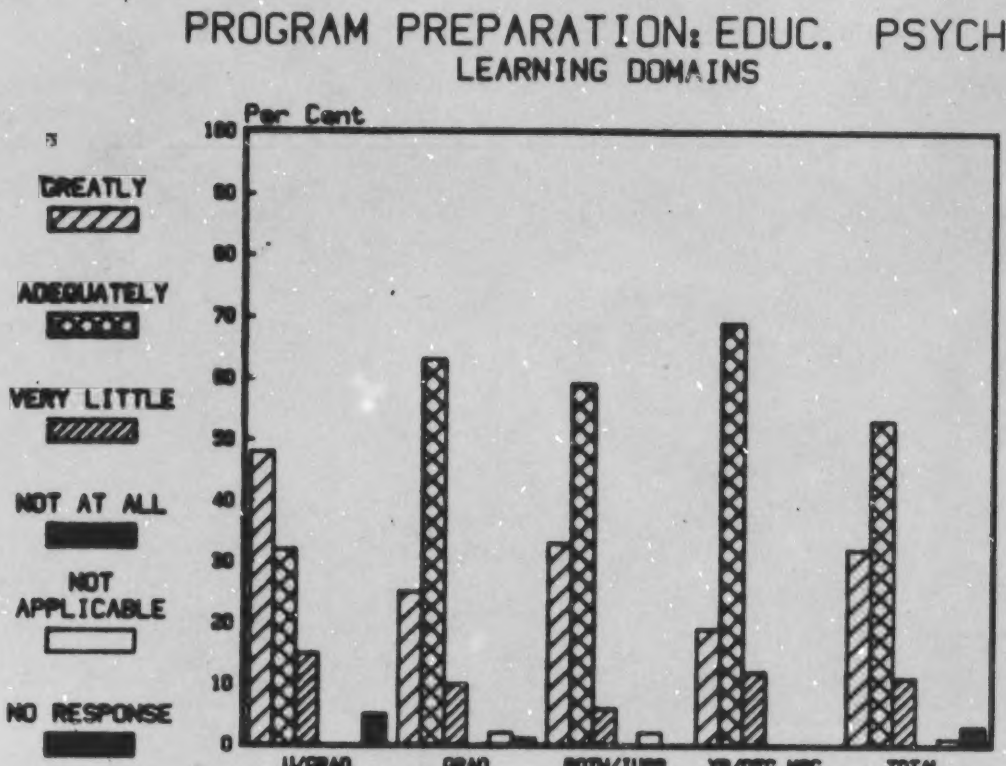

FIGURE 16

The "first" examination of the field experience component of the education program of IUSB was presented in Question 11 of the opinionaire. The undergraduates responded in a highly positive manner regarding this component with fewer than 15 per cent failing to rate it aqequate or above. There was some confounding of responses at the graduate level, as this is basically an undergraduate program component, with no immediate or apparent

explanation being available. Further detailed data analysis might reveal some possible source for this confounding, but such study was not undertaken at this time. These data are presented in Figure 17 and Table 17 (p. 61).

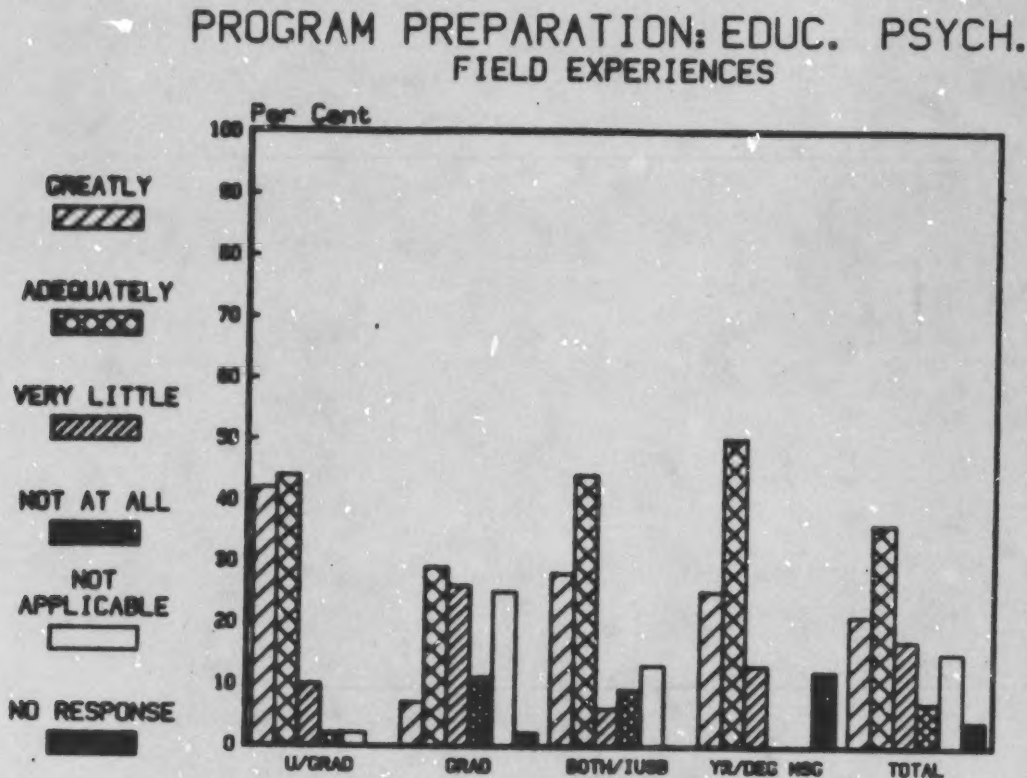

FIGURE 17

Finally the respondents were asked their assessment of the "IPL" laboratory experience, which is a component of the undergraduate program. This was positively rated as can be observed by examination of the data presented in Figure 18 (next page) There was less confounding in this question as can be seen by the larger number and per cent of graduate students who identified this question (#12) as being "not applicable." A more detailed

presentation of the data is presented in Table 18 (p.62) while the graphic presentation is presented below (Figure 18).

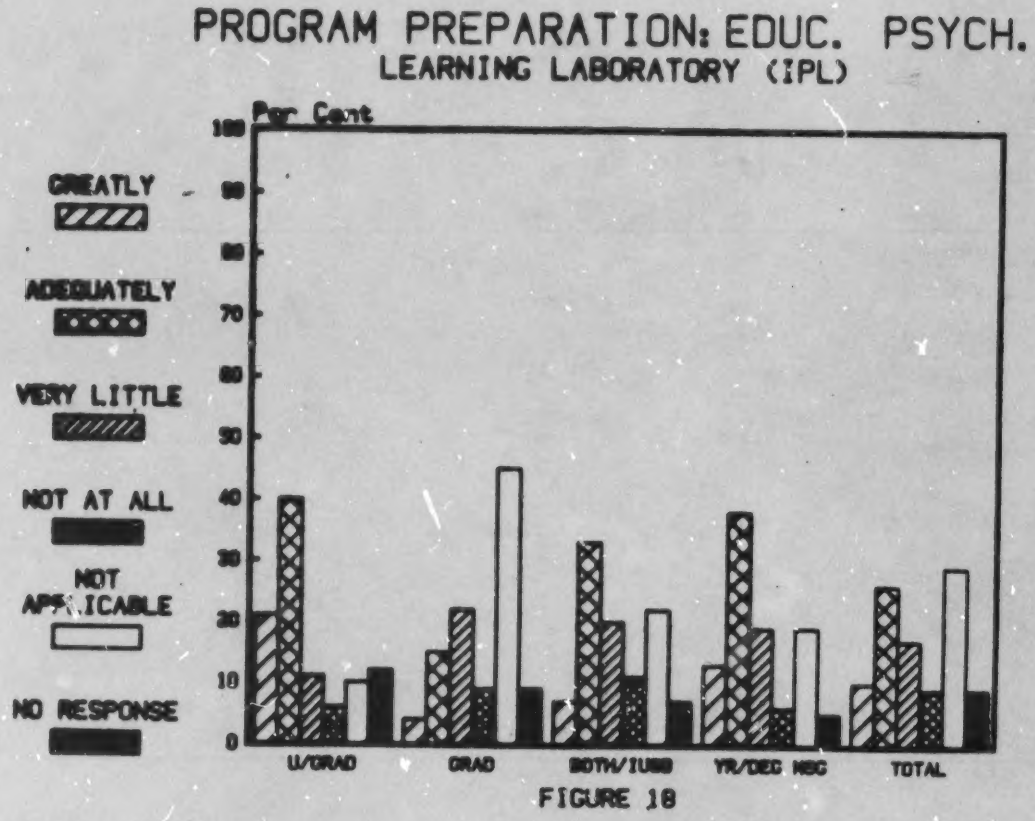

FIGURE 18

Methods and Materials. The largest number of questions (11) on the opinionaire dealt with the area of "methods and materials" presented in the IUSB program. This would appear to be logical when considering the nature of the program itself.

The first area examined was that of learning strategies, with the respondents indicating a positive response pattern. These data are presented in Figure 19 (next page) and Table 19 (Appendix B, p. 63).

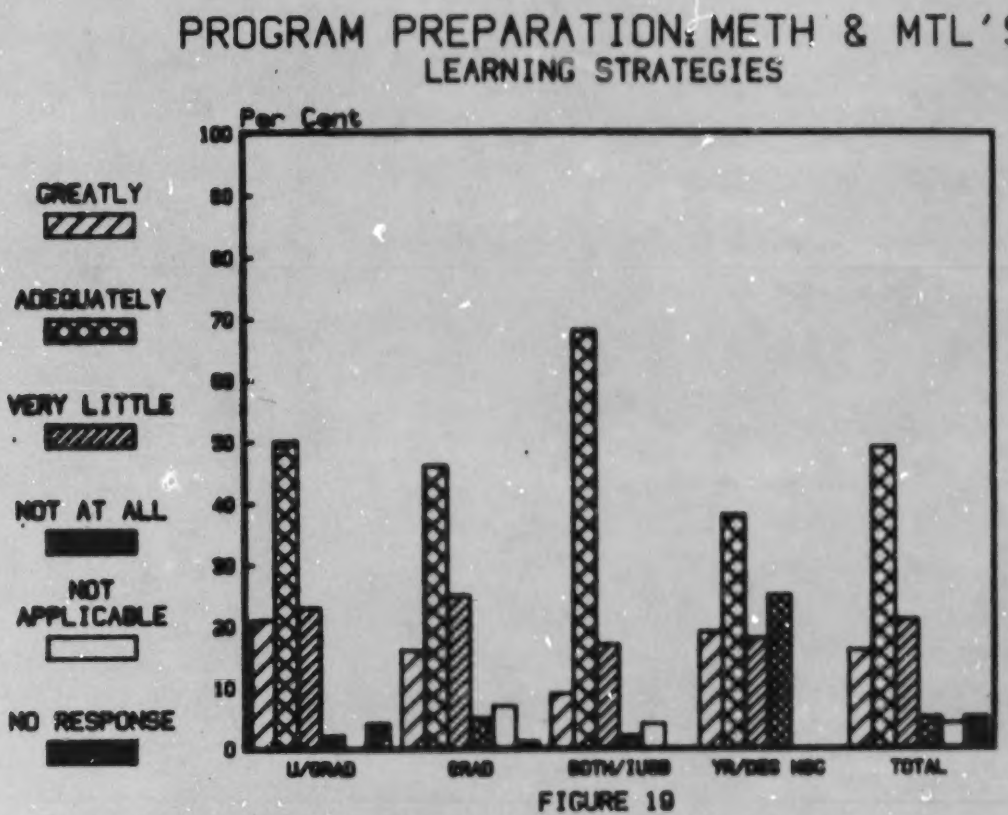

FIGURE 19

When asked about the variety in instructional techniques contained in the program a large majority of the respondents rated them as adequate or above, but a disquieting number (20 per cent total) responded "very little" or "not at all." This may well be an area which the faculty may wish to examine further, and in far greater detail. Examination of course syllabi and other available materials related to course content reveal a wide variety of different instructional techniques that are presented and practiced in the program - but not perceived in the program

by one in five graduates. These data are illustrated in Figure 20 (below) and Table 20 (p. 64).

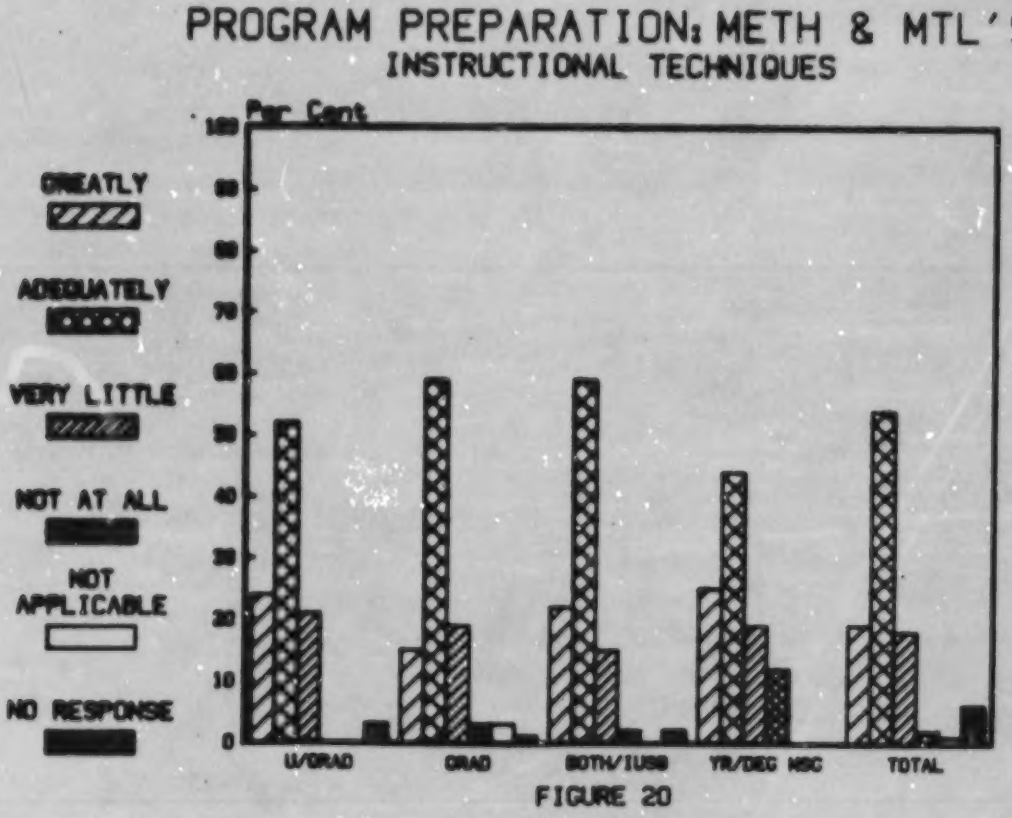

FIGURE 20

The area of instructional materials was next examined. Again this area was very positively received, as indicated by the data, but the same concerns as were evidenced in data related to the instructional techniques could be expressed. This may be an area for further examination by the faculty, or a fault of the instrument design, or the perception of the graduates, but it is believed that it should be studied in the context of program content, techniques and methodology. Data are presented in Figure 21 (next page) and Table 21 (p. 65).

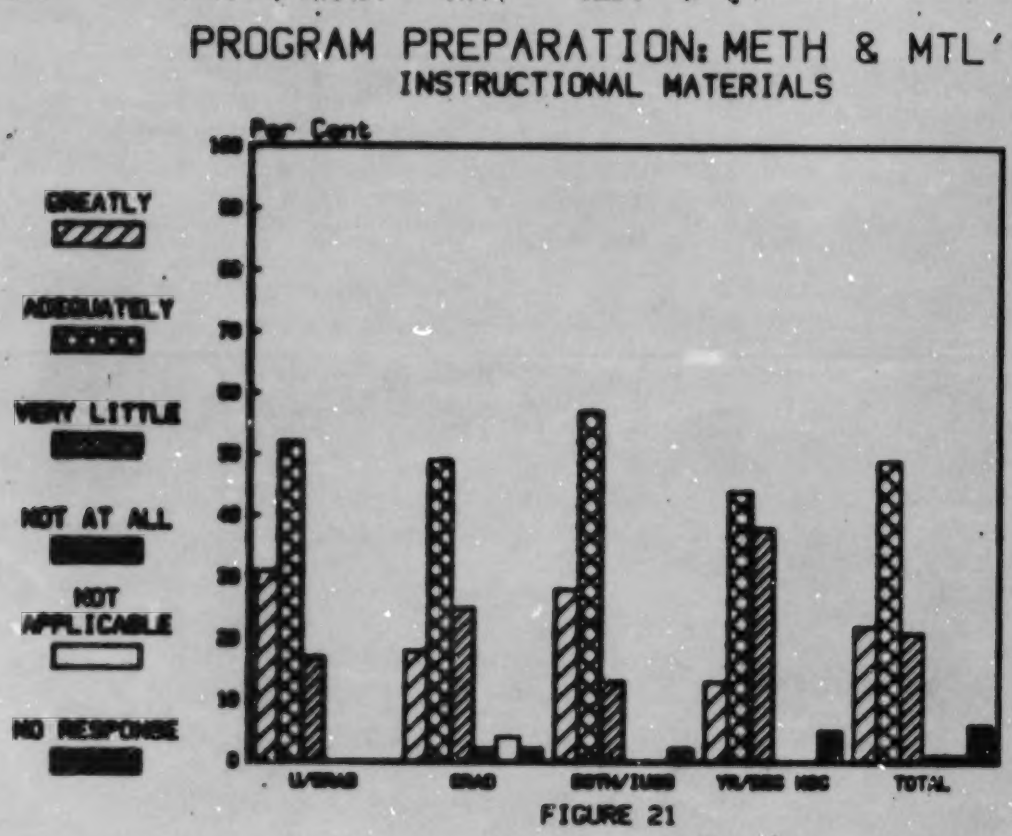

FIGURE 21

Goals and objectives were the next content area to be studied. In this area there appears to be little cause for concern. In excess of four of every five respondents rated these as adequate or above. These data are illustrated on the next page (Figure 22) and in tabular form (Table 22) on page 66.

The area of measurement and evaluation was next examined. Nearly three of every four (73 per cent) found this area to be adequate or above with 11 per cent not responding. Figure 23 (next page) as well as Table 23 (p. 67) present these data in both histograms and tabular form.

PROGRAM PREPARATION: METH & MTL'S
GOALS AND OBJECTIVES

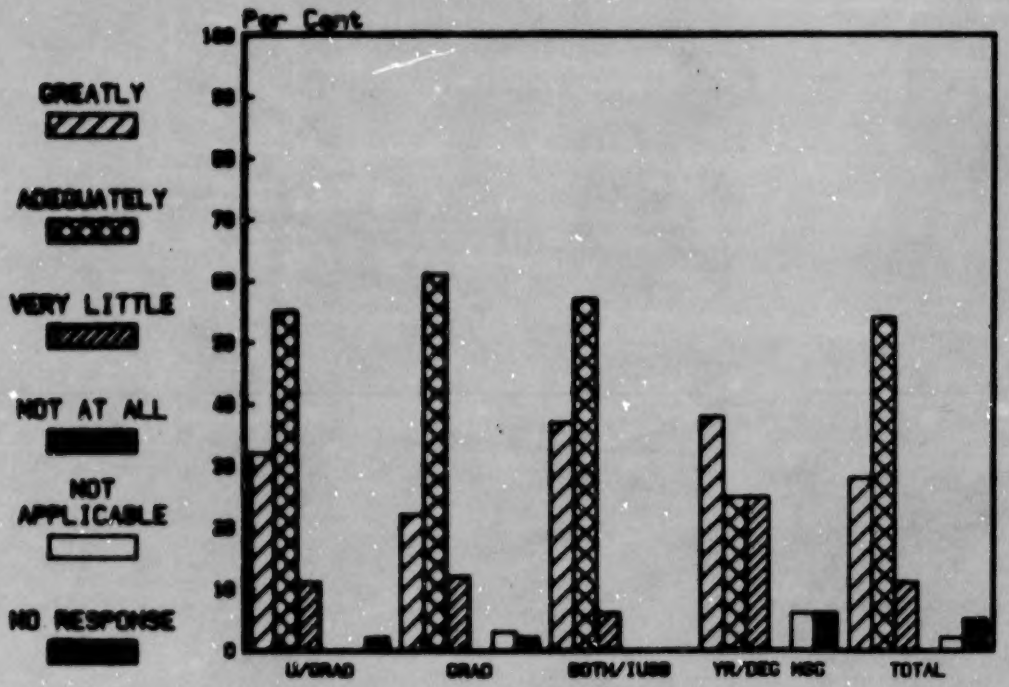

FIGURE 22

PROGRAM PREPARATION: METH & MTL'S
MEASUREMENT AND EVALUATION

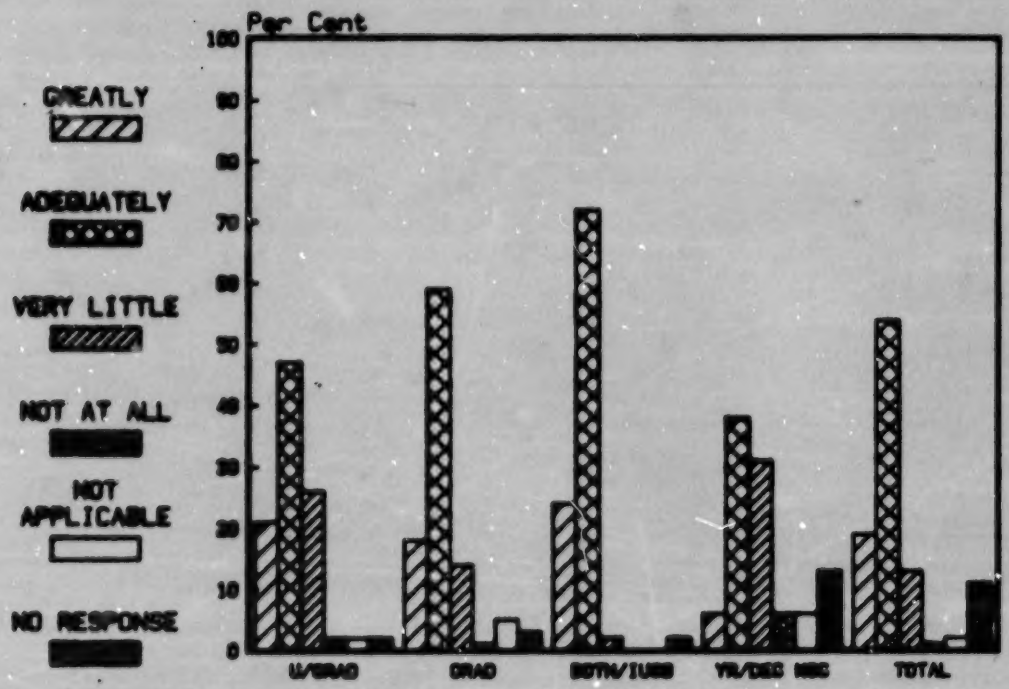

FIGURE 23

When asked about the opportunity to practice in laboratory situations (and the example given was the Learning Resource Center [LRC]) the response pattern was different between the undergraduate and graduate respondents. This was as expected because of the differences in scheduling in the programs (e.g. the graduate program is a late afternoon and evening program) and the LRC is primarily available during the day hours. When this survey is repeated it is expected that the disparity between response patterns will be even greater because of the reduction in the hours the LRC is open (budgetary constraints). These data are illustrated in Figure 24 (next page) and Table 24 (Appendix B, p. 68).

Practice in field situations was next examined. There was a disparity in response patterns which was to be expected. The majority of field experience is concentrated in the undergraduate program and these responses are highly positive, with 85 per cent of the respondents rating the experience adequate or above. When the graduate data are examined a degree of confounding can be observed. This may be the result of the decision to use the same instrument for both graduate and undergraduate students, or any number of factors which were not pursued in this study at this time. The data are presented here for their own worth and any further interpretation is left to the reader. Figure 25 (next page) and Table 25 (p. 69) are presented as indicated.

The production of audiovisual materials was examined. The data, as illustrated in Figure 26, do not present a true picture because only "totals" are presented (a weakness in this form of presentation, at least in this particular case. Examination of

PROGRAM PREPARATION: METH & MTL'S
LABORATORY SITUATIONS (LRC)

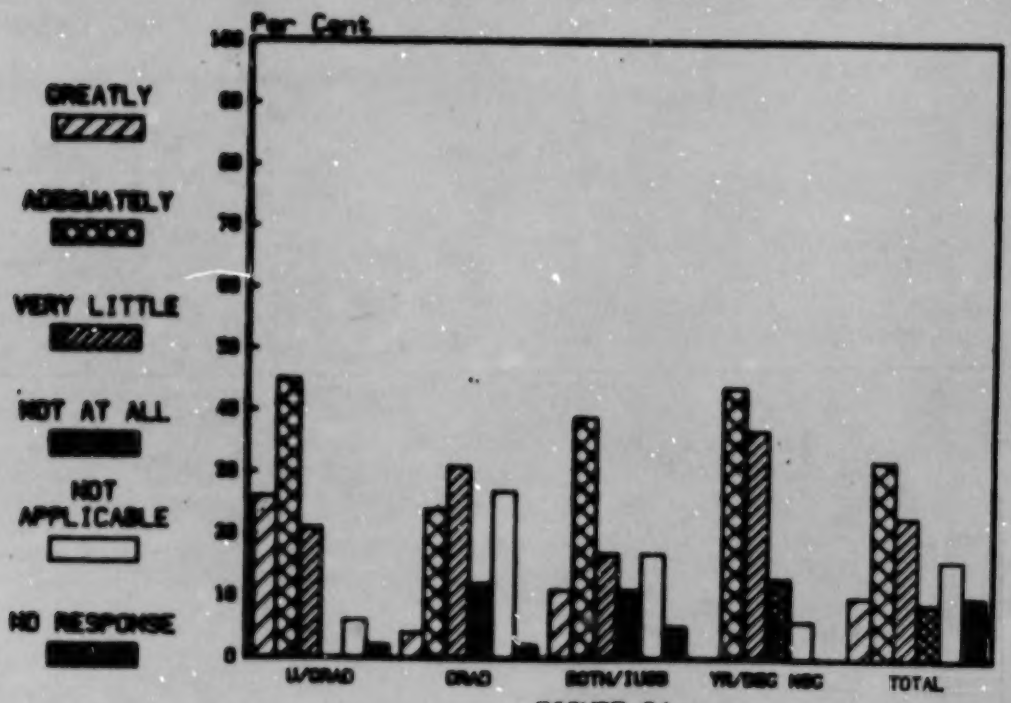

FIGURE 24

PROGRAM PREPARATION: METH & MTL'S
PRACTICE IN FIELD SITUATIONS

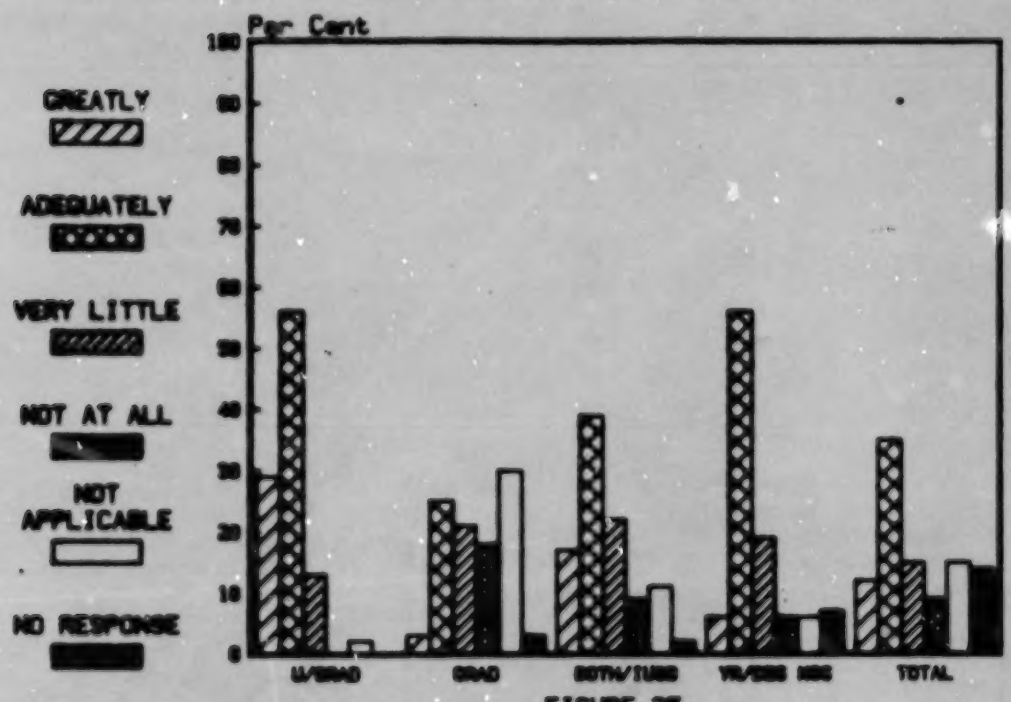

FIGURE 25

the data presented in Table 26 (p.78) reveals that the reasons for undergraduates receiving their degrees in 1988 and later have a far more positive response pattern than those of an earlier date. This response pattern coincides with programmatic changes that were made to include this component in the program. At the graduate level a companion course is offered, but as an elective. These data may be of help in the graduate advising program for those students who express a felt need for additional training.

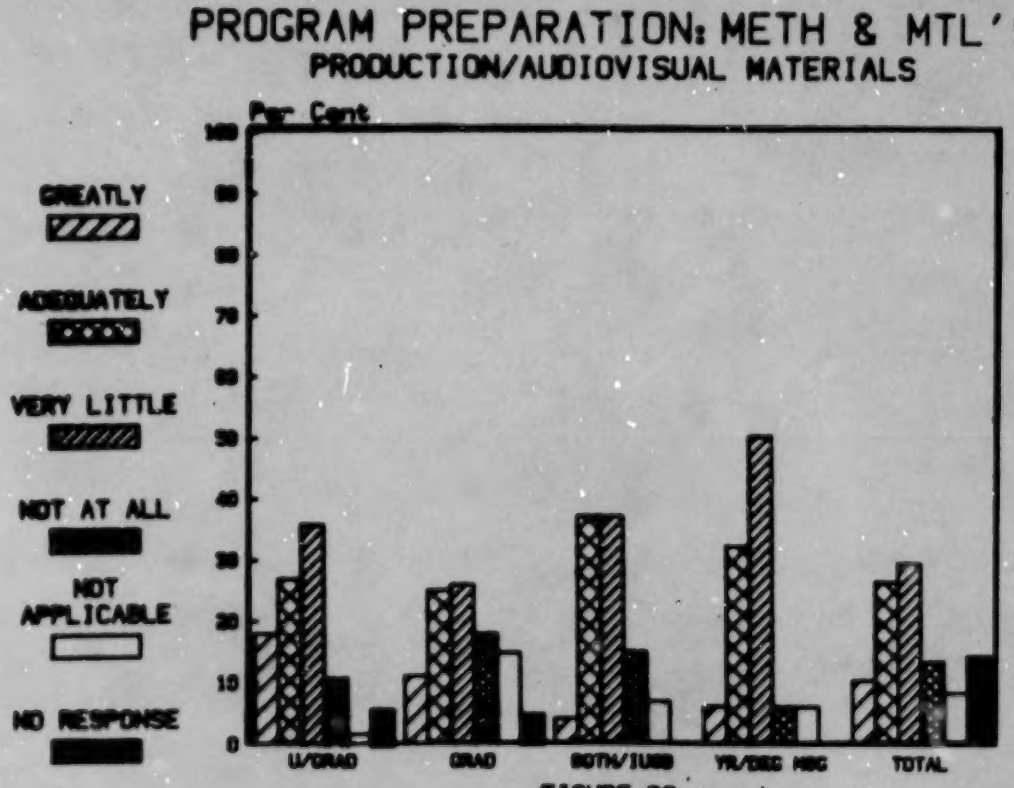

FIGURE 28

The question relating to the operation of audiovisual equipment revealed a pattern similar to that shown in Figure 26 and corresponding to changes made in the curriculum. Data are presented in Table 27 (p. 71) and Figure 27 (below).

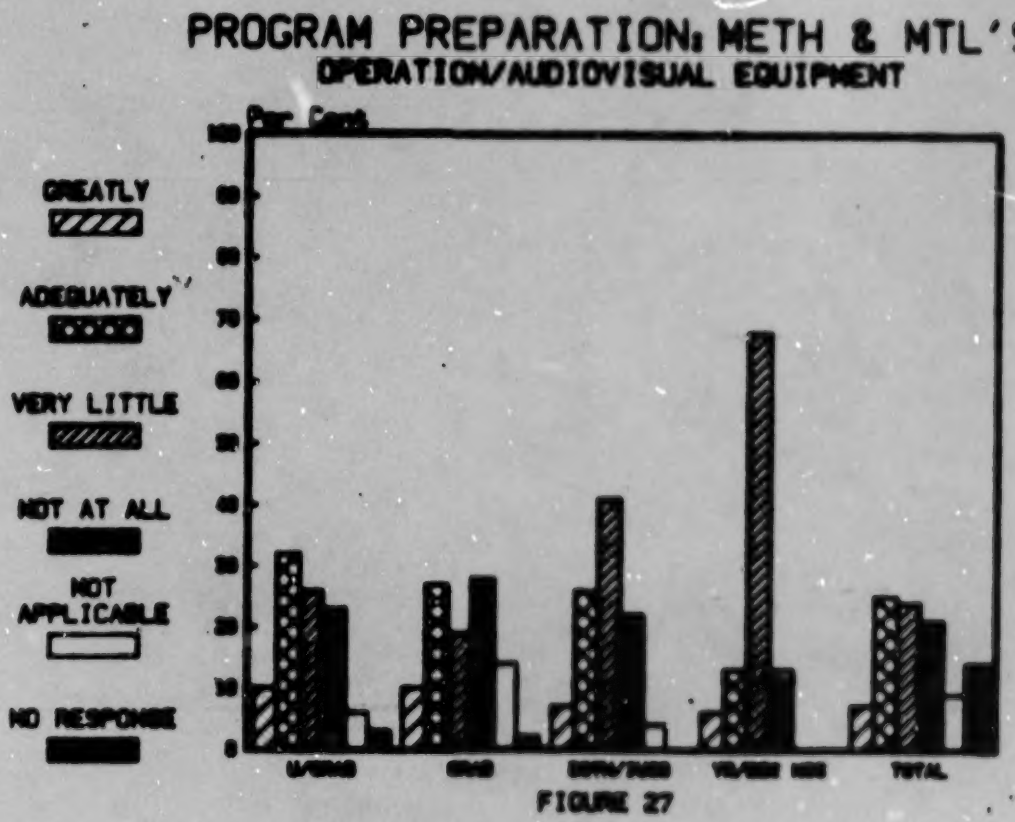

FIGURE 27

Finally, students were asked about their perceptions of the program dealing with computer literacy. Their responses reveal the former status of this program in the IUSB curricular offerings. Examination of the data do reveal that changes have taken place in later years (see Table 28, p. 72) and examination of the present and future offerings reveal the changes already implemented and those planned for the Summer and Fall ('85)

semesters. Graphic presentation of these data is presented in Figure 28 (below).

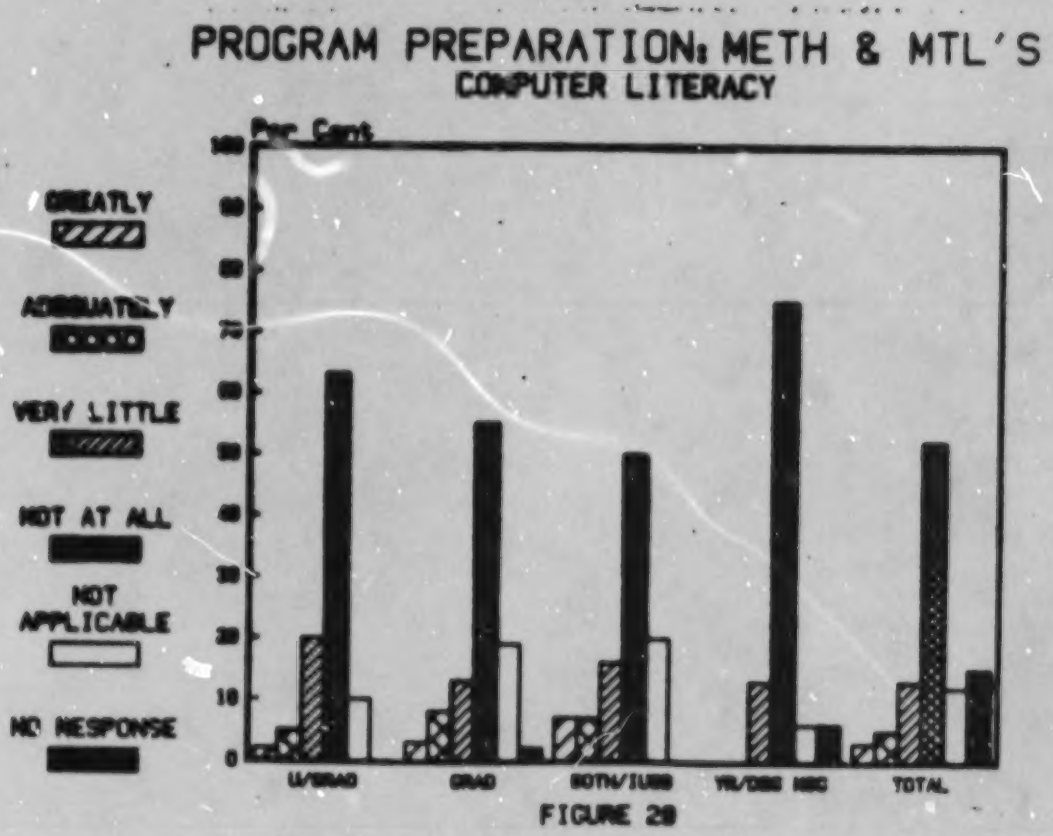

FIGURE 28

In the final question concerning methods and materials former students were asked about their perceptions of their student teaching program. As could be expected, based upon data presented in studies similar to this one, the students viewed their student teaching experience in a highly positive vein. The program for certification also offers student teaching at the post-bachelor level, and graduate responses to this question reflect this fact. These data are presented in Figure 29 (next page) and in Table 29 (p. 73).

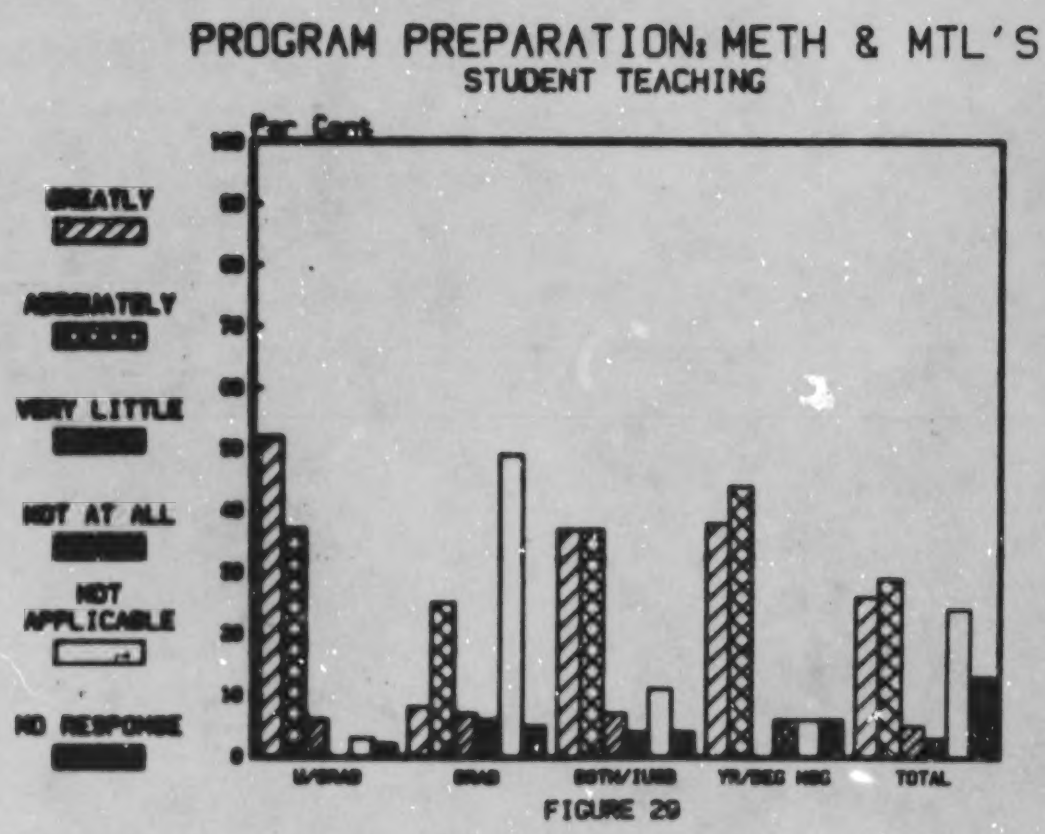

FIGURE 29

Classroom management. Students were asked about their perceptions of the details of this topic. Figures 30, 31 and 32 (presented on the next two pages) give details of the student responses to these questions. These data are further expanded and presented in Tables 30, 31 and 32 (pp. 74-76). As with several other topics covered in this opinionaire the chronological data presented in the tables cited above show the changing nature of the IUSB program and the student perceptions of this reflect the same changes, to greater and lesser degrees.

PROGRAM PREPARATION: CL'ROOM MGMT
SCHEDULES AND ROUTINES

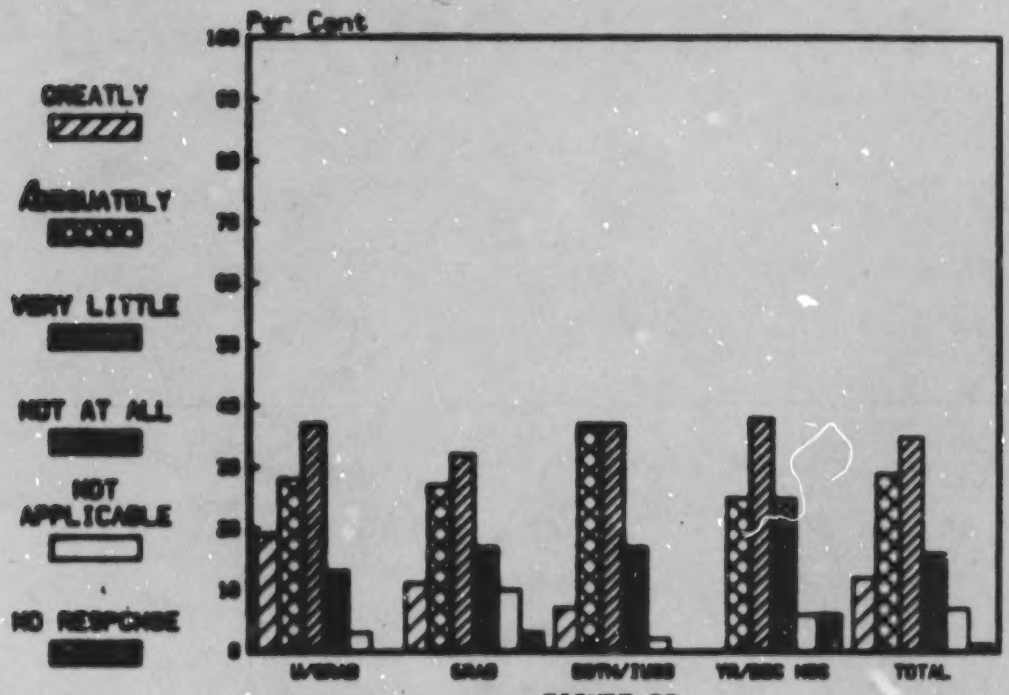

FIGURE 30

PROGRAM PREPARATION: CL'ROOM MGMT
DISCIPLINE TECHNIQUES

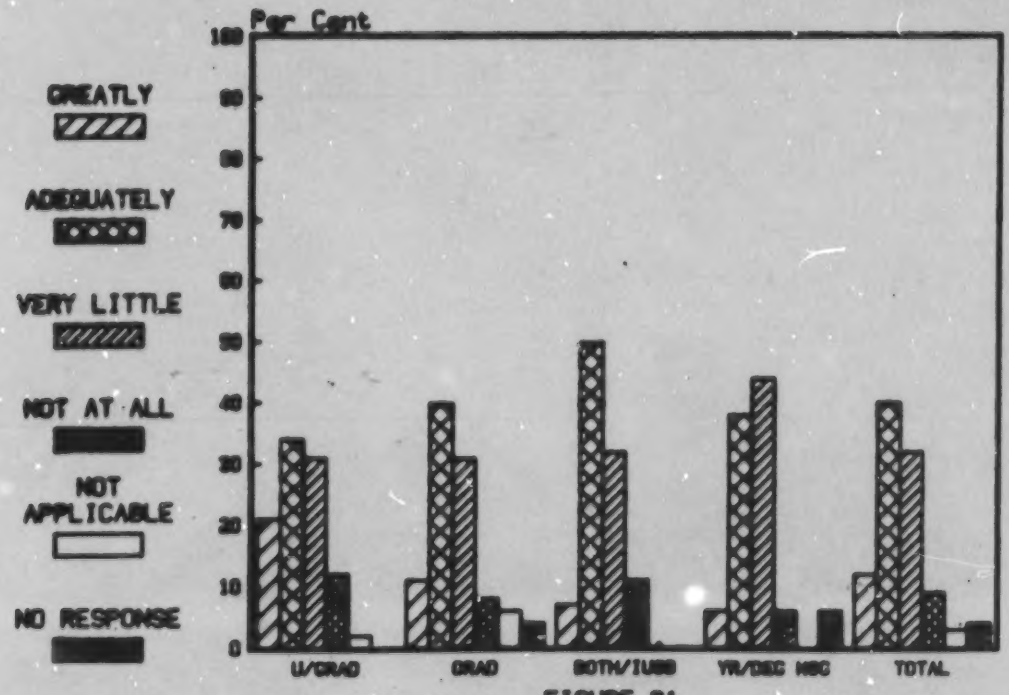

FIGURE 31

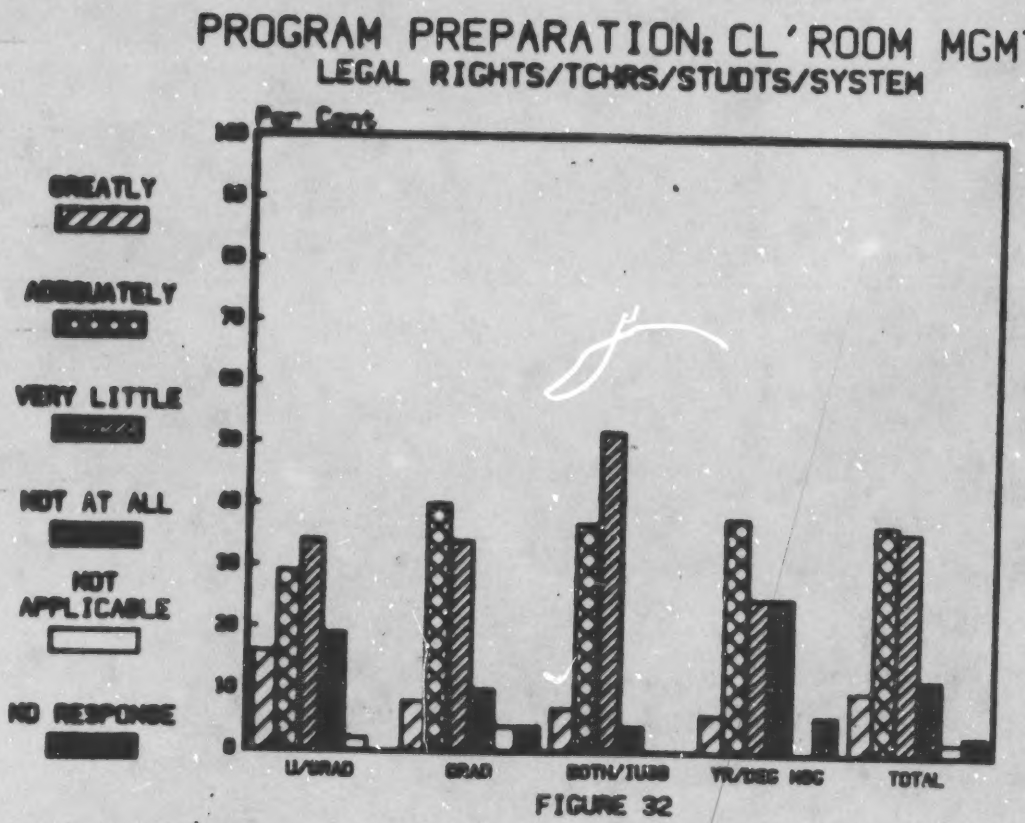

FIGURE 32

Content preparation. The final two forced choice questions dealt with the students perceptions of the Arts and Science (A & S) support of the education program. Basically the respondents viewed this support in a highly positive manner.

In Figure 33 (next page) it is revealed that a majority of the respondents viewed the A & S program as supporting the education program in an adequate and above manner. Detailed data are presented in Table 33 (p. 77).

Student responses, Figure 34 (next page) and Table 34 (p. 78), also support the fact that students believe there are a sufficient number of elective hours available.

ARTS & SCIENCES: CONTENT PREP'R
SUPPORT EDUCATION COURSES

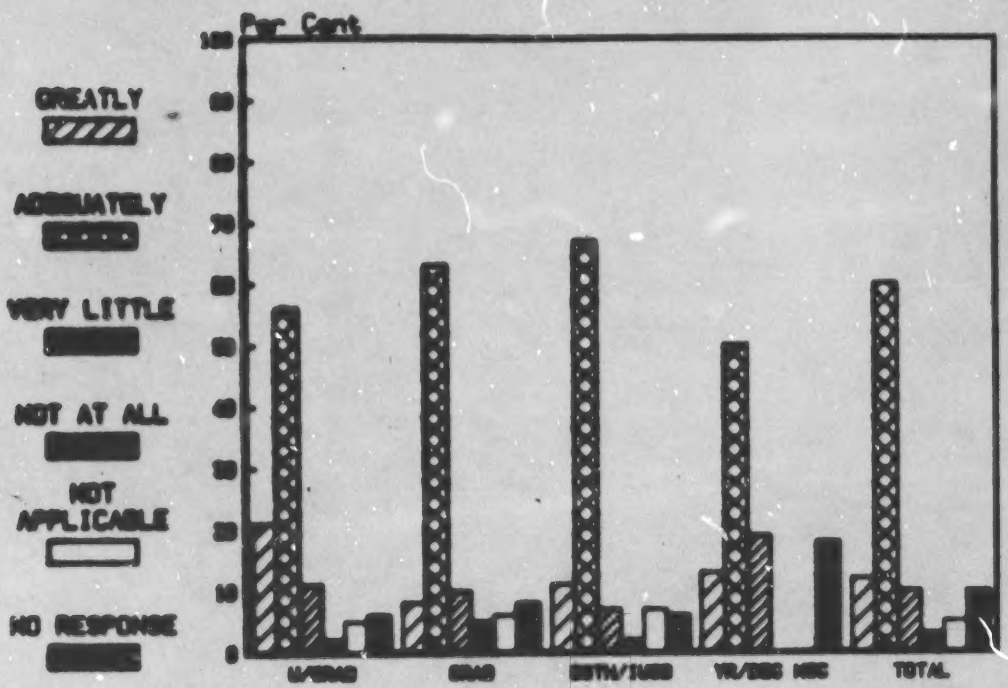

FIGURE 33

ARTS & SCIENCES: CONTENT PREP'R
NUMBER/ELECTIVE HOURS AVAILABLE

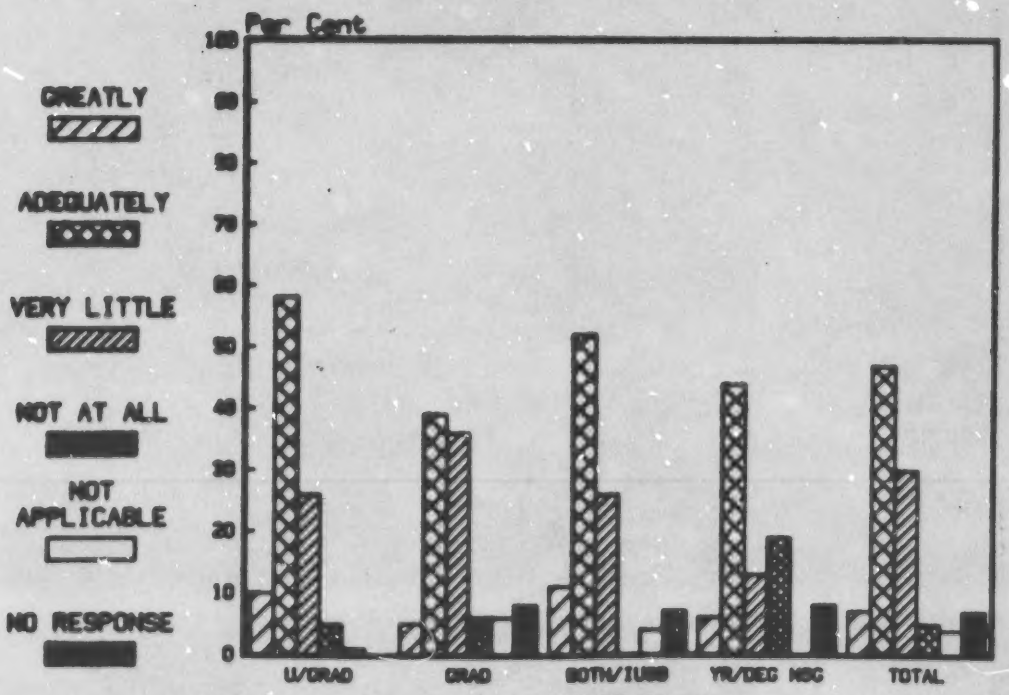

FIGURE 34

SECTION III

FUTURE PLANS

It is planned to survey the principals in the schools of the IUSB attendance area on a three year cycle to determine their views of the educational program of the institution - as it relates to teacher education and preparation. This will be a series of studies (population) done on a recurring basis.

1985 - 1/3 of principals

1986 - 1/3 of principals

1987 - 1/3 of principals

In addition it is planned to replicate this study (with needed modifications) every four years, the next replication occurring in 1988.

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APPENDIX A

Instrumentation

Cover Letter

INDIANA UNIVERSITY at SOUTH BEND
1700 MISHAWAKA AVENUE
P.O. BOX 7111
SOUTH BEND, INDIANA 46634

DIVISION OF EDUCATION

TEL. NO. 219—237-4339

March 16, 1984

Dear IUSB Graduate:

One of the vital tasks of the I.U.S.B. Division of Education is the evaluation of our different teacher training programs. Through a comprehensive survey of our graduates we hope to gain information about their perceptions of the quality of our educational programs, therefore we seek your cooperation in completing the enclosed opinionaire. From your responses the Faculty of the Division of Education will be able to judge the strengths and weaknesses of the different programs and determine those areas in need of improvement.

Please complete and return the enclosed instrument at your earliest convenience (hopefully before April 1st). Be assured that your anonymity will be protected. Your cooperation in supplying the data will be appreciated. If you would like a summary of this study mailed to you please check the appropriate space on the opinionaire (the study will take six to eight months to complete).

Sincerely,

Wayne J. Krepel

Wayne J. Krepel, Ed.D.
Chairman and
Professor of Education

Encl.

Social Security Number: _____-____-_____
(for office use only)

Please check (X) all of the information requested on this opinionaire.

EMPLOYMENT INFORMATION:

1. Are you currently employed as an educator? (18)
___Yes (Go to Part "A" below) ___ No (Go to Part "B" below)

A. If Yes, please answer the following: (If No go to Part B)

Type of school (check one):
___ Public ___ Private/parochial (19)

Level (check one):
___ Pre-School (Kgd./Nursery) (20)
___ Elementary
___ Junior High/Middle School
___ Senior High School
___ Other (specify) _____

What is your primary responsibility?
___ Teacher's Aide (21)
___ Teaching
___ Administration/supervision
___ Guidance/counseling
___ Other (specify) _____

My position is
___ Full-time ___ Part-time (1/2 day or less) (22)

I would say that I work primarily with the following type students:
___ "special education" ___ "regular" classroom (23)
___ "gifted and talented" ___ "other" _____

If you are willing, please identify the following: (24)
_____ Annual income to nearest $1,000

B. If No, are you actively seeking a teaching position? (25)
___Yes ___No

Are you employed in a non-school setting? (26)
___Yes ___No

If you are willing, please identify the following:

Place of Employment: _____

Your specific job title _____ (27/28)

Annual income, to nearest $1,000 _____ (29)

(Please go to next page)

PROGRAM PREPARATION:

To what extent did your program prepare you in the following areas? Please use the following key to check (X) your responses:

G = Greatly A = Adequately V = Very little
N = Not at all NA = Not applicable

Foundations of Education		G	A	V	N	NA
3. Basis for the present educational system (history)	(30)					
4. Social impact and the future of education?	(31)					
5. Philosophical foundations of education?	(32)					
6. Ethnic/cultural awareness?	(33)					
7. Disability awareness?	(34)					

Educational Psychology		G	A	V	N	NA
8. Awareness of growth and development stages of children?	(35)					
9. Awareness of learning theory and classroom application?	(36)					
10. Study of cognitive, affective and psychomotor domains of learning?	(37)					
11. Field experience	(38)					
12. Learning laboratory (IPL)	(39)					

Methods and Materials		G	A	V	N	NA
13. Learning strategies appropriate for students in your field?	(40)					
14. Variety in instructional techniques?	(41)					
15. Use of a variety of instructional materials?	(42)					
16. Writing/evaluating goals and objectives?	(43)					
17. Measurement and evaluation of learning?	(44)					
18. Opportunity to practice in laboratory situations (LRC)	(45)					
19. Opportunity to practice in field situations	(46)					
20. Production of audiovisual materials	(47)					

(Please go to next page)

PROGRAM PREPARATION: (continued)

To what extent did your program prepare you in the following areas? Please use the following key to check (X) your responses:

G = Greatly A = Adequately V = Very little
N = Not at all NA = Not applicable

Methods and Materials (continued)		G	A	V	N	NA
21. Operation of audiovisual equipment?	(48)					
22. Computer literacy?	(49)					
23. Student Teaching	(50)					

Classroom Management:		G	A	V	N	NA
24. Schedules and routines for handling a classroom and teaching day?	(51)					
25. Study of discipline techniques: range of models and approaches?	(52)					
26. Legal rights of teacher, students and educational systems?	(53)					

Content preparation (Arts and Sciences courses)		G	A	V	N	NA
27. Do these courses support professional education courses?	(54)					
28. Number of elective hours available for personal interest and specialization?	(55)					

USE THIS SPACE TO CLARIFY ANY ANSWERS TO QUESTIONS 1-28.

Q# (56)

Q# (57)

Q# (58)

(Please go to next page)

OVERALL PROGRAM ASSESSMENT:

Please consider all dimensions of your program at IUSB and then answer the following:

29. Describe the greatest strength of the program.
(59)

30. Describe the greatest weakness of the program?
(60)

31. Describe some specific action(s) you think the Teacher
(61) Education faculty should take to improve the program.

Many thanks for your assistance. Please return this opinionaire, as soon as possible, using the enclosed self-addressed, postage paid envelope, to:

IUSB Graduate Follow-up Study
c/o Wayne J. Krepel
Indiana University at South Bend
1700 Mishawaka Avenue, Box 7111
South Bend, Indiana 46634

___ (62) Check here if you would like a summary of this study.

Follow-up Postal Card (Prod)

Dear Former Student:

On March 16th we mailed you an opinionaire regarding your perception of the program of the Division of Education of Indiana University at South Bend. To date we have not received all of the responses. Please check your files to see if this instrument has been answered and returned. YOUR RESPONSE IS VALUED.

If this reminder and your response have crossed in the mail, THANKS!!! If you misplaced the instrument and would like to participate in this survey, simply return this card and we will send you another copy.

Sincerely,

Wayne J Krapel

APPENDIX B

Tables

TABLE 1. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: SEX OF RESPONDENTS BY YEAR OF GRADUATION

Year/ Grad.	f	% M	% F	% NR
Undergraduate Students				
1975 - '76-'78	* 1*	All respondents received MS degrees from IUSB All respondents (except 1) received MS degrees from IUSB.		
'79-'80	12	--	100	--
'81-82	33	12	85	3
'83+	16	6	88	6
Total	62	8	89	3
Graduate Students				
1980-	1*	--	--	--
1981	44	25	73	2
1982	37	32	68	--
1983	52	17	81	2
Total	118	24	75	1
Both degrees	46	26	68	6
Yr/deg missing	16	6	94	--
TOTAL	242	19	79	2

* Because of the small number of responses in this category data were not analyzed except in totals.

TABLE 2. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: AREA OF DEGREE COMPLETION/CERTIFICATION

Year/ Grad.	f	% Elem.	% Sec.	% Sp.Ed.	% Othr.	% NR
Undergraduate Students						
1970 -	*	All respondents received MS degrees from IUSB				
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.				
'74-'76	12	84	--	8		8
'77-79	33	61	12	15	--	12
'80+	16	44	25	25	--	6
Total	62	61	13	16	--	10
Graduate Students						
1980-	1*	--	--	--	--	--
1981	44	41	45	11	--	3
1982	37	32	43	19	--	6
1983	52	40	35	21	--	4
Total	118	36	43	18	--	3
Both degrees	46	54	17	17	--	12
Yr/deg missing	16	31	19	19	--	32
TOTAL	242	45	29	17	--	9

* Because of the small number of responses in this category data were not analyzed except in totals.

TABLE 3. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: EMPLOYMENT STATUS

Year/ Grad.	f	% Yes	% No	% NR
Undergraduate Students				
1970 -	*	All respondents received MS degrees from IUSB		
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.		
'74-'76	12	75	25	--
'77-79	33	79	21	--
'80+	16	75	25	--
Total	62	77	23	--
Graduate Students				
1980-	1*	--	--	--
1981	44	86	14	--
1982	37	86	11	3
1983	52	90	8	2
Total	118	87	11	2
Both degrees	46	87	13	--
Yr/deg missing	16	63	31	6
TOTAL	242	83	16	1

* Because of the small number of responses in this category data were not analyzed except in totals.

TABLE 4. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: EMPLOYMENT BY TYPE OF SCHOOL (Q. 1A1)

Year/ Grad.	f		% Pub.	% Pvt.	% NR
Undergraduate Students					
1970 -	*	All respondents received MS degrees from IUSB			
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.			
'74-'76	12		42	33	25
'77-79	33		67	9	24
'80+	16		50	31	19
Total	62		56	21	23
Graduate Students					
1980-	1*		--	--	--
1981	44		68	18	14
1982	37		68	22	10
1983	52		65	23	12
Total	118		68	20	12
Both degrees	46		74	13	13
Yr/deg missing	16		38	25	37
TOTAL	242		63	19	18

* Because of the small number of responses in this category data were not analyzed except in totals.

TABLE 5. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: LEVEL OF EMPLOYMENT - PRIMARY RESPONSIBILITY (Q. 1A2)

Year/ Grad.	f	% PreS.	% Elem.	% JH/MS	% SH	% Othr.	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	17	42	--	8	8	25
'77-79	33	9	36	18	6	3	18
'80+	16	25	31	--	13	--	31
Total	62	15	37	10	8	3	27
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	2	41	16	16	--	25
1982	37	8	27	27	11	11	16
1983	52	8	37	13	19	12	11
Total	118	4	35	19	16	8	18
Both degrees	46	9	44	13	15	4	15
Yr/deg missing	16	6	31	--	6	13	44
TOTAL	242	8	37	15	13	6	29

* Because of the small number of responses in this category data were not analyzed except in totals.

TABLE 6. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: PRIMARY POSITION RESPONSIBILITY (Q. 1A3)

Year/ Grad.	f	% TchAid	% Tch.	% Adm.	% C&G	% Othr.	% NR
Undergraduate Students							
1979 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	--	67	--	--	--	33
'77-79	33	6	67	--	--	3	24
'80+	16	--	69	--	--	--	31
Total	62	3	68	--	--	2	27
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	2	73	--	--	--	25
1982	37	5	68	3	--	8	16
1983	52	2	79	8	--	2	9
Total	118	3	72	3	--	3	19
Both degrees	46	--	83	4	--	--	13
Yr/deg missing	16	6	44	--	--	--	50
TOTAL	242	3	71	3	--	2	21

* Because of the small number of responses in this category data were not analyzed except in totals.

TABLE 7. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: JOB CLASSIFICATIIN BY TIME (Q 1A4)

Year/ Grad.	f	% Full	% Part	% NR
Undergraduate Students				
1970 - '71-'73	* 1*	All respondents received MS degrees from IUSB All respondents (except 1) received MS degrees from IUSB.		
'74-'76	12	67	17	16
'77-79	33	73	3	24
'80+	16	50	25	25
Total	62	66	12	22
Graduate Students				
1980-	1*	--	--	--
1981	44	80	5	15
1982	37	73	11	16
1983	52	77	12	11
Total	118	75	10	15
Both degrees	46	83	2	15
Yr/deg missing	16	44	19	37
TOTAL	242	72	9	29

* Because of the small number of responses in this category data were not analyzed except in totals.

TABLE 8. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: TYPE OF STUDENTS TAUGHT (Q. 1A5)

Year/ Grad.	f	% Sp.Ed	% Gift.	% Reg.	% Othr	% NR
Undergraduate Students						
1978 -	*	All respondents received MS degrees from IUSB				
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.				
'74-'76	12	8	--	67	--	25
'77-79	33	21	3	48	9	27
'80+	16	25	--	44	6	25
Total	62	19	2	47	6	26
Graduate Students						
1980-	1*	--	--	--	--	--
1981	44	14	--	61	7	8
1982	37	16	--	54	11	19
1983	52	15	2	58	10	15
Total	118	16	1	56	9	18
Both degrees	46	15	--	63	4	18
Yr/deg missing	16	13	6	44	--	37
TOTAL	242	16	1	53	7	23

* Because of the small number of responses in this category data were not analyzed except in totals.

TABLE 9. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: FOUNDATIONS OF EDUCATION - HISTORY (Qq. 3)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	25	33	17	8	8	9
'77-79	33	6	64	9	9	12	--
'80+	16	25	69	--	--	6	--
Total	62	15	58	10	6	10	--
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	2	64	23	--	9	2
1982	37	14	57	14	3	11	1
1983	52	4	60	19	12	4	1
Total	118	6	60	17	6	9	2
Both degrees	46	11	65	22	2	--	--
Yr/deg missing	16	13	44	30	13	--	--
TOTAL	242	10	60	17	6	6	1

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 10. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: FOUNDATIONS OF EDUCATION - SOCIAL IMPACT (Q. 4)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	8	50	25	--	8	9
'77-79	33	9	55	27	6	3	--
'80+	16	19	56	19	--	6	--
Total	62	11	55	24	3	5	2
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	--	66	23	--	9	2
1982	37	11	57	22	3	5	2
1983	52	13	65	15	4	2	2
Total	118	7	64	19	3	6	1
Both degrees	46	20	63	17	--	--	--
Yr/deg missing	16	--	50	44	6	--	--
TOTAL	242	10	60	22	2	4	2

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 11. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: FOUNDATIONS OF EDUCATION - PHILOSOPHICAL FOUNDATIONS (Q. 5)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	25	50	17	--	--	18
'77-79	33	18	49	24	3	6	--
'80+	16	19	63	12	--	6	--
Total	62	19	53	19	2	5	2
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	7	61	16	--	11	5
1982	37	14	57	16	--	8	5
1983	52	8	63	15	8	4	2
Total	118	9	59	16	3	8	5
Both degrees	46	9	74	13	--	--	4
Yr/deg missing	16	13	69	13	--	--	5
TOTAL	242	12	61	15	2	5	5

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 12. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: FOUNDATIONS OF EDUCATION - ETHNIC/CULTURAL AWARENESS (Q. 6)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	--	42	33	17	--	8
'77-79	33	6	42	33	9	6	4
'80+	16	31	57	6	--	6	--
Total	62	13	45	26	8	5	3
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	9	48	32	--	9	2
1982	37	5	54	16	11	8	6
1983	52	6	60	25	7	2	--
Total	118	7	52	27	6	6	2
Both degrees	46	13	57	22	4	4	--
Yr/deg missing	16	6	69	19	6	--	--
TOTAL	242	10	52	25	6	5	2

* Because of the small number of responses in this category data were not analyzed except in totals.

KE.. Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 13. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: FOUNDATIONS OF EDUCATION - DISABILITY AWARENESS (Q. 7)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	--	42	33	17	--	8
'77-79	33	15	27	42	9	3	4
'80+	16	38	38	13	--	6	5
Total	62	18	32	34	8	3	5
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	14	18	39	16	11	2
1982	37	16	35	30	5	5	9
1983	52	12	40	35	10	2	1
Total	118	14	32	32	11	6	5
Both degrees	46	20	30	35	7	7	1
Yr/deg missing	16	19	25	19	25	6	6
TOTAL	242	17	31	31	10	5	6

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 14. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: EDUCATIONAL PSYCHOLOGY - CHILD GROWTH AND DEVELOPMENT (Q. 8)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	33	33	25	--	9	--
'77-79	33	39	49	12	--	--	--
'80+	16	38	44	18	--	--	--
Total	62	37	45	16	--	2	--
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	32	50	11	--	5	2
1982	37	41	49	5	5	--	--
1983	52	23	52	19	2	4	--
Total	118	34	48	12	3		-1
Both degrees	46	20	63	15	--	2	--
Yr/deg missing	16	25	56	19	--	--	--
TOTAL	242	31	50	14	1	2	2

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 15. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: EDUCATIONAL PSYCHOLOGY - LEARNING THEORY AND APPLICATION (Q. 9)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	33	34	33	--	--	--
'77-79	33	27	52	18	--	--	3
'80+	16	44	38	18	--	--	--
Total	62	34	44	21	--	--	1
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	18	73	2	--	5	2
1982	37	33	51	16	--	--	--
1983	52	19	67	10	2	2	--
Total	118	22	64	10	1	2	1
Both degrees	46	26	59	13	--	2	--
Yr/deg missing	16	25	56	13	--	--	6
TOTAL	242	26	56	14	1	1	2

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 16. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: EDUCATIONAL PSYCHOLOGY - DOMAINS OF LEARNING (Q. 10)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	42	33	17	--	--	8
'77-79	33	45	33	15	--	--	7
'80+	16	56	31	13	--	--	--
Total	62	48	32	15	--	--	5
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	18	61	14	--	5	2
1982	37	32	60	8	--	--	--
1983	52	27	61	10	--	2	--
Total	118	25	63	10	--	2	-1
Both degrees	46	33	59	6	--	2	--
Yr/deg missing	16	19	69	12	--	--	--
TOTAL	242	32	53	11	--	1	3

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 17. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: EDUCATIONAL PSYCHOLOGY - FIELD EXPERIENCE (Q. 11)

Year/ Grad.	f	% G	% A	% V	% N *	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	42	42	8	8	--	--
'77-79	33	33	52	12	--	3	--
'80+	16	56	31	13	--	--	--
Total	62	42	44	10	2	2	--
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	7	32	25	9	22	5
1982	37	6	35	27	--	32	--
1983	52	16	25	19	21	19	--
Total	118	7	29	26	11	25	2
Both degrees	46	28	44	6	9	13	--
Yr/deg missing	16	25	50	13	--	--	12
TOTAL	242	21	36	17	7	15	4

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 18. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: EDUCATIONAL PSYCHOLOGY - LEARNING LABORATORY - IPL (Q. 12)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	33	33	17	--	--	17
'77-79	33	15	36	12	9	12	16
'80+	16	19	56	6	6	13	--
Total	62	21	40	11	6	10	12
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	2	14	27	5	43	9
1982	37	8	22	27	3	38	2
1983	52	--	19	15	17	46	3
Total	118	4	15	22	9	45	9
Both degrees	46	7	33	20	11	22	7
Yr/deg missing	16	13	38	19	6	19	5
TOTAL	242	10	26	17	9	29	9

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 19. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: METHODS AND MATERIALS - LEARNING STRATEGIES (Q. 13)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	17	42	25	8	--	8
'77-79	33	15	58	24	--	--	3
'80+	16	31	44	19	--	--	6
Total	62	21	50	23	2	--	4
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	19	50	20	2	7	2
1982	37	16	46	24	8	6	--
1983	52	10	52	25	5	8	--
Total	118	16	46	25	5	7	1
Both degrees	46	9	68	17	2	4	--
Yr/deg missing	16	19	38	18	25	--	--
TOTAL	242	16	49	21	5	4	5

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 20. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: METHODS AND MATERIALS - INSTRUCTIONAL TECHNIQUES (Q. 14)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	25	50	25	--	--	--
'77-79	33	21	52	24	--	--	3
'80+	16	31	50	13	--	--	6
Total	62	24	52	21	--	--	3
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	16	55	20	2	5	2
1982	37	16	54	22	3	5	--
1983	52	13	64	17	4	--	2
Total	118	15	59	19	3	3	1
Both degrees	46	22	59	15	2	--	2
Yr/deg missing	16	25	44	19	12	--	--
TOTAL	242	19	54	18	2	1	6

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 21. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: METHODS AND MATERIALS - INSTRUCTIONAL MATERIALS (q. 15)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1978 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	33	50	17	--	--	--
'77-79	33	27	55	18	--	--	--
'80+	16	37	44	19	--	--	--
Total	62	31	52	17	--	--	--
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	16	45	27	--	--	2
1982	37	22	49	22	2	5	--
1983	52	23	52	19	2	--	4
Total	118	18	49	25	2	4	2
Both degrees	46	28	57	13	--	--	2
Yr/deg missing	16	13	44	38	--	--	5
TOTAL	242	22	49	21	1	1	6

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 22. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: METHODS AND MATERIALS - GOALS AND OBJECTIVES (Q. 16)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	25	75	--	--	--	--
'77-79	33	21	62	17	--	--	--
'80+	16	56	31	6	--	--	7
Total	62	32	55	11	--	--	2
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	25	55	14	--	5	1
1982	37	22	65	5	--	5	3
1983	52	27	62	11	--	--	--
Total	118	22	61	12	--	3	2
Both degrees	46	37	57	6	--	--	--
Yr/deg missing	16	38	25	25	--	6	6
TOTAL	242	28	54	11	--	2	5

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 23. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: METHODS AND MATERIALS - MEASUREMENT AND EVALUATION (Q. 17)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	17	33	33	--	8	9
'77-79	33	15	52	27	3	--	3
'80+	16	31	50	19	--	--	--
Total	62	21	47	26	2	2	2
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	20	45	23	--	7	5
1982	37	16	68	8	--	1	7
1983	52	17	69	9	2	2	1
Total	118	18	59	14	1	5	3
Both degrees	46	24	72	2	--	--	2
Yr/deg missing	16	6	38	31	6	6	13
TOTAL	242	19	54	13	1	2	11

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 24. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: METHODS AND MATERIALS - LABORATORY SITUATIONS - LRC (Q. 18)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 - '71-'73	* 1*	All respondents received MS degrees from IUSB All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	17	58	17	--	--	8
'77-79	33	21	49	24	--	6	--
'80+	16	38	31	19	--	13	--
Total	62	26	45	21	--	6	2
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	9	18	36	7	23	7
1982	37	--	28	32	8	32	--
1983	52	8	25	17	27	23	--
Total	118	4	24	31	12	27	2
Both degrees	46	11	39	17	11	17	5
Yr/deg missing	16	--	44	37	13	6	--
TOTAL	242	10	32	23	9	16	10

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 25. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: METHODS AND MATERIALS - FIELD SITUATIONS (Q. 19)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	42	42	16	--	--	--
'77-79	33	21	67	9	--	3	--
'80+	16	31	50	19	--	--	--
Total	62	29	56	13	--	2	--
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	7	25	20	16	27	5
1982	37	--	32	24	5	35	4
1983	52	8	25	17	27	23	--
Total	118	3	25	21	18	30	3
Both degrees	46	17	39	22	9	11	2
Yr/deg missing	16	6	56	19	6	6	7
TOTAL	242	12	35	15	9	15	14

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 26. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: METHODS AND MATERIALS - AUDIOVISUAL MATERIALS (Q. 20)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	8	25	25	17	--	25
'77-79	33	9	33	46	9	3	--
'80+	16	44	19	19	13	--	5
Total	62	18	27	36	11	2	6
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	11	30	30	16	9	4
1982	37	11	27	30	8	22	2
1983	52	8	25	25	25	14	3
Total	118	11	25	26	18	15	5
Both degrees	46	4	37	37	15	7	--
Yr/deg missing	16	6	32	50	6	6	--
TOTAL	242	10	26	29	13	8	14

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 27. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: METHODS AND MATERIALS - AUDIOVISUAL EQUIPMENT (Q. 21)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	--	42	17	25	8	8
'77-79	33	3	27	36	24	6	4
'80+	16	31	38	6	19	6	--
Total	62	10	32	26	23	6	3
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	11	30	20	25	11	3
1982	37	14	24	24	16	22	--
1983	52	6	29	21	36	8	--
Total	118	10	27	19	28	14	2
Both degrees	46	7	26	41	22	4	--
Yr/deg missing	16	6	13	68	13	--	--
TOTAL	242	7	25	24	21	9	14

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 28. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: METHODS AND MATERIALS - COMPUTER LITERACY (Q. 22)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	8	--	--	84	8	--
'77-79	33	--	6	15	67	9	3
'80+	16	--	6	43	38	13	--
Total	62	2	5	20	63	10	--
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	2	2	7	66	18	5
1982	37	--	5	22	46	27	--
1983	52	8	13	13	52	14	--
Total	118	3	8	13	55	19	2
Both degrees	46	7	7	16	50	20	--
Yr/deg missing	16	--	--	13	75	6	6
TOTAL	242	3	5	13	52	12	15

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?

G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 29. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: METHODS AND MATERIALS - STUDENT TEACHING (Q. 23)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	59	33	8	--	--	--
'77-79	33	45	39	9	--	3	4
'80+	16	56	38	--	--	6	--
Total	62	52	37	6	--	3	2
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	7	32	5	7	43	6
1982	37	11	24	14	--	51	--
1983	52	17	23	2	8	42	8
Total	118	8	25	7	6	49	5
Both degrees	46	37	37	7	4	11	4
Yr/deg missing	16	38	44	--	6	6	6
TOTAL	242	26	29	5	3	24	13

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 30. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: CLASSROOM MANAGEMENT - SCHEDULES AND ROUTINES (Q. 24)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	9	33	33	25	--	--
'77-79	33	21	25	36	12	6	--
'80+	16	25	25	44	6	--	--
Total	62	19	28	37	13	3	--
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	7	34	34	11	11	3
1982	37	11	24	30	19	8	8
1983	52	13	27	33	19	8	--
Total	118	11	27	32	17	10	3
Both degrees	46	7	37	37	17	2	--
Yr/deg missing	16	--	25	38	25	6	6
TOTAL	242	12	29	35	16	7	1

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 31. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: CLASSROOM MANAGEMENT - DISCIPLINE TECHNIQUES (Q. 31)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	17	33	25	25	--	--
'77-79	33	18	30	40	9	3	--
'80+	16	31	38	19	6	--	6
Total	62	21	34	31	12	2	--
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	7	41	36	2	9	5
1982	37	8	43	24	14	3	8
1983	52	15	38	33	10	4	--
Total	118	11	40	31	8	6	4
Both degrees	46	7	50	32	11	--	--
Yr/deg missing	16	6	38	44	6	--	6
TOTAL	242	12	40	32	9	3	4

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 32. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: CLASSROOM MANAGEMENT - LEGAL RIGHTS (Q. 26)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 - '71-'73	1*	All respondents received MS degrees from IUSB. All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	8	17	33	42	--	--
'77-79	33	12	25	42	18	3	--
'80+	16	31	50	13	6	--	--
Total	62	16	29	34	19	2	--
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	5	30	45	11	7	2
1982	37	5	41	35	8	3	8
1983	52	12	46	31	8	2	1
Total	118	8	40	34	10	4	4
Both degrees	46	7	37	52	4	--	--
Yr/deg missing	16	6	38	25	25	--	6
TOTAL	242	10	37	36	12	2	3

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 33. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: CONTENT PREPARATION (A & S COURSES) - SUPPORT EDUCATION COURSES (Q. 27)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	25	41	16	--	8	10
'77-79	33	15	61	12	3	3	6
'80+	16	31	57	6	--	6	--
Total	62	21	56	11	2	5	6
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	2	66	14	2	7	9
1982	37	11	62	11	5	3	8
1983	52	15	62	4	4	8	7
Total	118	8	63	10	5	6	8
Both degrees	46	11	67	7	2	7	6
Yr/deg missing	16	13	50	19	--	--	18
TOTAL	242	12	60	10	3	5	10

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

TABLE 34. I.U.S.B. DIVISION OF EDUCATION - FOLLOW-UP STUDY OF GRADUATES: CONTENT PREPARATION (A & S COURSES) - AVAILABILITY OF ELECTIVE HOURS (Q. 28)

Year/ Grad.	f	% G	% A	% V	% N	% NA	% NR
Undergraduate Students							
1970 -	*	All respondents received MS degrees from IUSB					
'71-'73	1*	All respondents (except 1) received MS degrees from IUSB.					
'74-'76	12	9	50	25	8	8	--
'77-79	33	12	61	21	6	--	--
'80+	16	6	56	38	--	--	--
Total	62	10	58	26	5	1	--
Graduate Students							
1980-	1*	--	--	--	--	--	--
1981	44	2	50	27	5	9	7
1982	37	3	32	46	8	3	8
1983	52	10	42	29	4	6	9
Total	118	5	39	36	6	6	8
Both degrees	46	11	52	26	--	4	7
Yr/deg missing	16	6	44	13	19	--	8
TOTAL	242	7	47	30	5	4	7

* Because of the small number of responses in this category data were not analyzed except in totals.

KEY: Instructions: To what extent does your program prepare you in the following areas?
G = Greatly A = Adequately V = Very Little
N = Not at all NA = Not applicable NR = No response

APPENDIX C

Responses Received in Reply to Questions 1 - 28

Follow-up Survey

Responses received in reply to questions 1-28:

I have been teaching L.D. for 3 years because M.R. jobs were/are not available in the D.C. area. It has been "A learn by doing experience" for the most part with the L.D. population.

If texts are required they should be utilized. If they are not going to be highly utilized it is a real irritation to the student to invest money in them.

Community task operation requirements should be offered and required even at the Master's level. The reason for such a requirement...no teacher is immune to "burn out"...and forced opportunities to become involved in schools other than the school in which the instructor is teaching will provide opportunities to become familiar with new ideas, new philosophies and ways different school corporations handle situations. Teachers on the Masters level need opportunities to grow. They need opportunities to see educational philosophies enacted in other settings other than their own.

I did not attend IUSB when I first started my education consequently these courses did not apply to me.

"Social Issues" was a very "time and performance" demanding class, but so worth the effort. The social (present and future) awareness that I gained as a professional was of incredible value.

Areas of new concerns in the world of education should be piloted in regular classroom settings by different teacher personnel. (Learning Disabilities...Gifted) Instead of teacher inservices being long drawn out days where teachers return home thankful the days are over, opportunities for large workshops of hands on interaction with educational problems should be offered. Teachers should be allowed to experience difficulties and have trained personnel at hand with whom to discuss problems. (Learning disability children...)

Secondary School Curriculum, taught by [redacted] was a terrific course. I enjoyed it the most of all my education courses, and learned, as my stay at IUSB continued, that the music department chairperson desperately needs to enroll in such a course, so that the music department at IUSB can begin to reflect an understanding of such terms as "educational philosophy". Any department that sends out letters stating that the students are needed for the benefit of the department cannot have much understanding of "education" or "philosophy of education". To give unlimited power to the Dept. Chairman so that individuals cannot shape their program according to their needs is the sign of a very limited understanding of the word "education".

As an undergraduate in Elementary Education, we never were exposed to information about Special Education students.

I was completely sold on the Middle School concept when I took the course. I am completely opposed to it now.

I feel that since I was training to be a teacher, I should have been allowed to or requested to take at least one course in child development. I never had a course in child development.

My affective training was very good, I feel and felt adequately prepared in this area.

Student teaching was adequate, but prior field experiences in major area would have helped more.

Not enough variety and time.

Field experience should be given more emphasis and time. The more time a student spends in the class room the better prepared they are for their student teaching experience. This time also helps a student decide if classroom teaching is really for them. I really felt that the amount of time which I was required to be in the classroom before student teaching, did not give me a fair or reliable indication of what I could expect.

Experience is the best teacher. I feel more field experiences are needed--especially for undergraduates.

Difficult to relate various strategies from the elementary social studies methods to a secondary setting.

I am not teaching in the area in which I received my master's degree.

I am working with an intensive university level English as a foreign language program. My major and the work that I am presently doing do not really go together. Many of these questions do not apply to the situation that I am in.

Techniques, materials, methods in music [redacted]tion were never discussed.

My student teaching experience was a great learning experience. The reading methods classes I had at IUSB were not adequate for teaching basic phonics skills.

This section is what I would call the "nuts and bolts" of Education. In my social studies methods, I felt I was pushed into the pool, and it was either sink or swim. I eventually completed the class, never really understanding what was being required of me even though I had several conferences with the instructor. It seems to me that my methods courses are the topics listed in this section only briefly touched upon many of these areas. I know that #21 and #22 weren't covered at all. All of these sections (13-23), are very critical to the quality of Education which is produced. Some level of mastery learning in these areas needs to be attained by the education student for his own as well as his student benefit.

We never did much work in curriculum planning, and I am finding my most troublesome area in teaching is building and designing a curriculum for the students.

I feel more "hands on" instructional material should be presented in courses for use in specific subject areas. Perhaps students (this is in a graduate program) could bring in and present one type of material that has worked well for her/him (similar to the book the DPI puts out). This could be done in teaching reading or L.D. classes, etc.

I use objectives for every lab I write and teach. However, I learned them well in my methods course and measurement course. Still, they were repeated in most courses to the point of boredom.

I feel that there was almost too much emphasis on goals and objectives.

Writing objectives is continually taught in every class and on the job it is so important. Why don't you teach students how to plan by using an actual replica of a lesson plan book they will actually use in every school?

We did lots of this!! It remains one of the most useless aspects of my education.

Greatest background of information in this area was obtained from [redacted] "Supervision" class not required graduate classes.

There was very little if any help on how to evaluate S/PMR and physically handicapped.

Undergraduates need to have 1 full class devoted to measuring and evaluating students and testing!! I got none I can think of (or at least nothing of any substance!) My student teacher model wouldn't even let me use or copy her grade book! (Under-grads need this type of exposure!)

If the meaning of this question refers to grading systems, I feel there was not enough background presented for a teacher to adequately measure or evaluate each student's performance.

Rather than spending so much time doing the figuring of mode, median etc; I believe more exposure to different tests that are available would be beneficial.

The class I had in testing and measurement was very poor. Other classes, did however, attempt to assist the students in learning what we should know.

I did my field experience in 1961 when I obtained my B.S. degree from I.U. Bloomington.

Since I was in the grad. program I had little need for training in A.V., lab material production. I hope this is stressed in the undergrad program. I also think a computer literacy course should be mandatory for all grad. and undergrad. education majors.

I didn't take any courses regarding audio-visual equipment but it would be very beneficial as most schools are using computers more and more.

AV. course I took was very weak. No hands on experience.

I did not have the opportunity to take the AV course with A. Large.

Students in special education are not required to take the course in audiovisual materials and equipment and I think this is an important skill. Special Educators especially those in MIMH classes, need to be familiar with audiovisual equipment and how to make materials.

Although we were given ample opportunity to use the LRC, we never had any experience with AV materials. Knowledge of these machines would help a teacher.

AV techniques were learned independently before coming to IUSB. I did not feel that the "AV course" was worth the time and investment for what I would have gained.

I took extra classes at the graduate level.

A required course in A-V equipment would have long-term benefits, especially for us klutzes who aren't sure where the on/off switch is on a projector.

Did not know how to test or use audiovisual equipment at all.

Learned most in classroom when student teaching.

The computer literacy classes were a good start, but further classes would have really aided what I ended up doing independently.

Again--not a requirement so not taken but would be beneficial as most schools are using more and more.

Even though I graduated only three years ago I did not receive any computer training. I, at that time, did not realize the full scope of computer use in the public schools (even Kindergarten)! I believe computer literacy would be a wonderful and beneficial requirement.

I spent one class period out my total four yr. program on computer. I think a computer literacy course should be a must for every student in the education department. Most schools are using computers in their programs at some point and teachers without experience in this area are greatly handicapped.

My BS '82 did not include. Only 1 day (1 class) in Math Methods with a computer. Also, is not included as an "outside education" elective on my masters. There is a real need for teacher training in this area.

Computer Literacy--This program was not established when I was in the education program.

My exit project was in computer literacy. At the time, few courses were available.

There was no computer training even 7 years ago when I finished my under-grad.

I am a Title 1 teacher's aide 6 hrs. each day and I teach art 1 hr. each day. The Arts Method course at IUSB was excellent preparation for my situation.

No computer training was included in my program at IUSB.

I have since acquired some computer literacy (Basic, minitab, and word processing) at Saint Mary's.

Computer literacy was not available to me as I had completed the required number of education courses before it was offered. The university (IUSB) would not let me take it as an elective.

In Math Methods we were given a one day explanation on the importance of computers in today's schools.

My greatest learning took place during my student teaching! Classroom learning helped make me confident but no class taught me as much as my experience during student teaching.

The program for student teaching was set-up fine--it was the supervising teacher that was very poor. He sat most of the time putting a puzzle together, not offering much insight, direction or challenge.

The L.D. student teaching experience was for endurance only--no real help was given to me.

One of my student teaching experiences was very inadequate. There was no teacher supervisor (the one I was to teach under) Very little was done to correct this situation. The other experience was extremely good.

My student teaching experience was very poor. I was orginally placed in a severe/profound classroom with a young girl who had only taught one year, so I asked to be switched to a different teacher. I was then placed in a classroom which I later discovered was basically EMH (my degree is TMH-S/PMH). The teacher spent as little time with me as possible. She observed my small groups once and the whole group maybe twice, and was somehow able to grade me from that. In the beginning she was not honest about what she expected from me, and would tell others instead of me. It was a very negative experience.

There needs to be a lot more care taken when placing student teachers into classrooms. It doesn't make much sense to me for a student working on a Masters to be placed in a classroom with a second-year teacher with a BS degree. Also, being placed in an EMH classroom when that is not even part of my degree is difficult for me to understand.

Keep student teaching a full semester with observations in our classrooms/buildings/corporations a must.

There was no preparation for a special ed. teacher on dealing with scheduling students in and out of the classroom, or how to find teaching time with students going in and out constantly.

The co-operating teaching in my student teaching interim was the guiding force in my learning classroom management for scheduling and routine.

I was most unprepared for setting up schedules and managing classroom group activities, keeping grading chores manageable and making my classroom displays useful, and entertaining. I know how to teach but <u>not</u> how to set up learning centers and not how to find time to make, laminate, and set up learning centers and/or independent study projects.

Many of these were acquired by my advising teacher as I student taught.

This area was the most lacking for me. How to manage time in preparing, presenting and grading lessons. How to deal with discipline problems. Teaching is so much more than just knowing the subject materi[redacted]

[redacted] class on Classroom Management offered many alternatives to classroom discipline. The professor was unbiased in his approach and integrated all of the approaches well.

Absolutely nothing! Thank God for practical experience I had on my own.

The IUSB program is weakest in this area: People in the graduate program need specific pointers on how to handle schedules, routines, discipline methods. Again, I think a good strategy would be to have grad. class members who are teaching present ideas and strategies which have worked for them to their classmate colleagues.

The very best teacher can fail quickly if he/she is unable to manage his/her classroom.

My supervising teacher and advisor from IUSB helped in this area.

During my studies as an undergraduate, the study of discipline techniques or even basic classroom management were practically me. As a student teacher, I acquired some techniques of classroom management. I feel an undergraduate course should be offered concerning discipline techniques and how to use them.

At the graduate level--thanks to [redacted]

Discipline techniques were not realistic.

With the changing focus of our society's culture in values and morals I see a course in discipline techniques and classroom management a must and to relate back to it in various other courses.

Keep up with the reinforcement/behavior management techniques that teachers can use.

Could have used more info on discipline and practical applications.

What are teachers options in discipline area--what are possible repercussions, etc.

Content of English courses is only remotely related to high school English courses.

Helps the teacher know "a little" about everything.

The Arts & Sciences classes widened my field of knowledge and has helped in a self-contained 6th grade. I feel some teachers skimp by with as little of these courses as possible, handicapping themselves without knowing it.

In my opinion content courses are very important to have in the teachers repertoire. It would be helpful if more of those professors used education methods to teach them.

The electives were a comfortable number.

I think that there should be more elective hours available or at least more required courses or general study, i.e. science, social studies, english, etc., to enable an elementary teacher to be better prepared to facilitate every subject in his/her classroom.

Work in more elective hours so that individual needs/strengths can be met.

Education courses should be minimal. Emphasis should be on English literature, writing, reading.

There are not near enough elective hours--too many are put in requirement that are either unnecessary or not applicable.

Electives available for credit in my program had no relevance to my degree or future teaching experience.

There were no graduate level chemistry courses available to complete my certification requirements.

Education majors seem to have fewer electives than any other field. Many times they are "burned out" on education before they begin teaching. Even our electives are in the field of education--or closely related. How wonderful to be able to take basket weaving or journalism or beginning oboe!

Reading in the elementary schools is so important. I did not feel adequately informed in this area. I appreciate learning about how to give an analytical or diagnostic reading test. We should have spent more time discussing the next step. I think an actual classroom test should have been our text book. Teach us to work with them. That program needs to be more organized.

My area of teaching, vocational-industrial arts, was difficult for one to fit into the IUSB graduate program. We (IUSB and me) did the best we could under the circumstances. I choose IUSB because of location, I could take the graduate program and still live at home. Out of the 8-9 courses I took I feel 3-4 of them were really helpful.

As a mature student, I took all my courses seriously. Many students did not. This was irritating, since they had already closed their minds to new ideas.

Some Kindergarten teachers and I drove 3 hours to an Illinois conference for Kindergarten teachers which was a day in length. There were over 1200 Kindergarten teachers there. When is Indiana/or IUSB going to offer something for the Post-graduate student workshops, etc! We teachers in the field would like to keep updated (and will pay for it) but we don't necessarily want to take semester long courses. Also--IUSB has woefully neglected the Kindergarten and pre-school area! An early childhood workshop was offered (semester long) after I had graduated (had been at IUSB for 5 years with nothing offered)

A computer class needs to be an elective course for teachers and perhaps, later, a required course.

I would have appreciated a chance for a few more elective hours. I found the foundation classes (H340) the least applicable to current teacher training.

Classroom management is an area in which I believe more time is needed to have practice situations. More discussion on teacher rights and discipline approaches when management does not back you up.

As an "over-age" graduate student (past 50), with many teaching years experience and grown children of my own--I sometimes found it hard to take some courses seriously. Much of some course content I had acquired on my own, and just needed credits for certification--putting in time--so to speak. I did find, at times, some unspoken hostility to education students seeking elective work outside of ed. I think course requirements could be a bit more flexible for the "square-peg" student.

Need more support for interested students who would like more complete information on how to further their ed. at a higher level and more encouragement when professors notice this interest.

Graduate program should allow more electives.

Classroom Management: The program offered methods, but did not realistically treat the actual discipline problems encountered.

I did my undergraduate work at another institution, which is why most questions are not applicable.

Forty hours required in my major area (the content area that I teach) is not enough.

I wasn't sure where to mark the X's --> your grid is misleading.

APPENDIX D

Responses received in reply to the statement "Describe the greatest strength of the program."

Responses received in reply to the statement "Describe the greatest strength of the program."

The consistency throughout the staff and curricula to the underlying philosophy that we must foster environments where each individual can "become". I have especially enjoyed the perspectives and influence of [redacted].

Preparations of lesson plans--setting up units.

Methods and techniques in reaching different kinds of minds. Unfortunately, my belief is that such teaching is not respected. Perhaps I should say that this type of knowledge (understanding of the complexity and variety of minds and/or intellects and the necessity of different approaches for teaching due to that fact) is not appreciated.

Definitely, the field experiences in the methods courses. The more exposure one has to a "live" classroom situation, the better. And, not to be forgotten. . .the Professors at IUSB must be the best in the state!

A few outstanding teachers! I enjoyed their class and learned a great deal from them.

Educational Psychology and several of the instructors: [redacted]

The greatest strength I feel is the field experience and the methods classes. You acquire a lot of materials you can use in the classroom. I feel the student teaching helps tremendously.

The psychometrics courses and education (testing and measurement), courses in L.D. were excellent.

[redacted]. Excellent drawing, printing and sculpture courses. Many times its not just the material to be covered but how its covered. These teachers did an excellent job getting the ideas across and getting people to absorb these ideas.

The majority of courses I took at IUSB were Methods courses. Consequently the only comparison I can make is between IUSB and the other schools I attended. IUSB is by far superior. I chose to finish my education at IUSB because of the strong curriculum (in education) and the distinct professionalism I perceived my first visit to the campus.

I always felt welcome to express my feelings about the programs, classes, etc.--in my area. The profs (most of them) were trying to up-grade and better the program. I felt that most of the time I was receiving quality instruction.

Dedicated and well-prepared instructors such as Dr. Peyser, Funk, and Redwine inspire students to strive toward high goals.

Two classes stand out--Social Issues with [redacted] and Testing and Measurement with [redacted]. Electives outside education.

A variety of methods of teaching, grading, etc. are taught. Classes in graduate education which allow students to share classroom problems and solutions are very helpful. Grading by use of contracts enables students to pursue areas of personal interest.

The reading lab is very good at IUSB.

The practical applications, materials, and discussions.

I feel the greatest strength of the program was teaching the students how to and where to gather instructional materials. As the IPL Experience was extremely helpful in teaching and personal life.

The L.D. program with Dr. Leggett, the class was very demanding, challenging and <u>useful</u>! I also felt summer seminars in Special Education provided practical knowledge. Guest speakers' own experiences provided more information than a textbook could.

Testing in the Classroom, Dynamics and Evaluation of Teacher Effectiveness (Multi-Cultural Workshop)

Flexibility of times courses offered. Good instructors (for the most part!!!) Good Audio-Visual course offered. Programs are suited to specific ages: i.e. Jr. High Courses. Good Counseling and Counselors.

Knowledge of child development. Student teaching/tutoring/practicum experiences and the evaluations of them.

Many of the elective classes, psychology of coaching, computer literacy, extracurricular activities.

Preparation of own materials to use for self-developed presentations.

Staff

I feel the greatest strength was the emphasis put on the middle school concept.

IPL

Student teaching was the greatest strength with the variety of classes required running a close second.

The number of practicum experiences allowed a good overview of differing levels and programs. The diagnostic/prescriptive components.

I consider the opportunity to spend time in the classroom, as observer, working in small group situations and student teaching in combination with the classroom instruction I was receiving to be a great asset during by pursuit of a degree at IUSB.

Learning about Special Ed. laws and how they were formed.

I was glad to see a test given before entrance into the School of Education. I have seen two students in the past two years form IUSB who were student teaching in my school who (1) did not know the subject matter, and (2) had extreme problems with discipline. We do not need teachers like this in our public school system!

Willingness of staff to help student to "hand taylor", in as far as possible, a course to meet specific needs.

The greatest strength of my program were my courses in my subject area.

Meeting other teachers and learning about what they do in the classroom.

(1) Numerous field experiences, (2) Writing and evaluating--goals and objectives, (3) Variety of teaching strategies and materials, and (4) Good continuity of curriculum.

The personal support and attention I received from Dr. Krepel and Conni Dubick. They worked to make the program fit my needs and situation.

Evaluation and goal setting strategies, writing goals, and objectives.

Some professors really helped to get to the "meat" of the matters. A few courses really helped me to see clearer into the problem facing education today. I really enjoyed a psychology course by [redacted] It helped!

It made an effort to make the work relevant to the current teaching situation of the teacher taking the class. The work load was reasonable for the person who was currently teaching full time.

Stressing the affective, positive reinforcement ways in dealing with students. Discipline and control through positive ways was taught and is the way to achieve good class rapport/control.

The fact that a wide variety of electives are offered and the professionalism of the professors at IUSB.

Learning a variety of methods that can be used to introduce subject matter in the classroom. Creating an awareness of multi-cultural education.

I feel that the majority of the profs at IUSB had a great concern for the students. I enjoyed the majority of my courses.

Student teaching is the most valuable experience I had. It's very important that students be placed with good supervising teachers. I get really tired of students bad-mouthing the education program. All the books in the world can't teach what one semester in the classroom can. I feel I was adequately prepared, but the only real training for teaching is to teach.

The greatest strength of the program to me was the availability of the classes and frequency that classes were offered, allowing people who are teaching/coaching to take the required classes while working around their jobs.

Having [redacted] in charge of the program, who is warm and understanding and very enjoyable to have as a educator.

The strength of the program was 1) the introduction to teaching course, 2) amount of time practice teaching, and 3) Mrs. Speicher.

The amount of time spent in the field while working toward my undergraduate degree. From '72 to '76. Actually working with students in the classroom in many schools all corporations in community.

The greatest strength is the requirement of taking a wide range of courses. This applies to classes inside and outside of education.

Good professors, understanding, knowledge of public school.

We had many excellent courses in behavior management, especially in the area of severe and profound mental handicaps. Also, I feel my student teaching in severe/profound was strongly supported by university supervisor.

I believe the program was very flexible in allowing me an added endorsement in a subject area plus obtaining my masters degree in one area while I was getting my masters degree professionalized in another area. My choices on outside of education courses were very good.

I received excellent direction from the advisory group. [redacted] A majority of the instructors were professional in the presentations and understanding of active teacher's schedules and demands.

The greatest strength in my special education program was having [redacted] He is extremely knowledgeable and has some terrific suggestions for any type program. The strength in any program is always in the personnel teaching.

Most professors are excellent teachers and care about students.

My field and practicum experiences were the greatest benefit for me as a teacher.

Good counselors, learning resource room.

The outside of Education courses dealing with my field of certification were excellent. The course material in each of these classes gave me a more than adequate cognitive understanding of the courses/concepts I am now teaching to my students. In addition, the P280 Educational Psychology course was helpful in the real "work world".

Available Professors to spend extra time with me. My methods Professors were well prepared and helped me do the work using different teaching approaches.

The greatest strength, I feel, is the actual hands on experiences. The field experiences are extremely meaningful in most cases. It is very useful to the schools and also to the students.

The training with S/PMH.

Opportunity to work with students in a 1-1 basis. Practical ideas that could be used ir the classroom.

Field Experience

Outside of education courses.

On the job training was very beneficial for me (field experience and student teaching). When I was in a classroom situation I could practice some of the techniques I had learned in other classes. Also, in Methods classes I learned many useful materials and idea to use on the job. [redacted]-Social Studies, [redacted]-Language Arts, were the most useful to me.

Close to home. Classes adequate for completion of degree. Interest level adequate.

Its versatility in meeting the needs of teachers in various levels and fields to earn the Masters Degree required by the state.

Methods courses of [redacted]

Most instructors exhibit respect for each of the students in their classes. They were also well prepared and clearly stated the objectives and requirements. I also appreciated their willingness and availability to lend assistance beyond the classroom.

I liked the testing and measurement and also very much liked learning different ways to teach. We did learn about individual differences in students.

A staff dedicated to the Education Profession and especially the education and welfare of children.

Great Professors-content knowledge.

Field experience, exposure to different programs

Good quality instructors.

Math and Language Arts clinics, allowing one-to-one tutoring with a student.

I feel the greatest strength of the program is the wide variety of field experiences prior to and including student teaching. Also, I feel IUSB has many fine professors who really take an interest in their students, and help them enormously.

By far the greatest strength of the program is the opportunity provided through the various field experiences and student teaching to actually work with the students and to observe other teachers working with them.

Small class size led to individualized instruction with much freedom for discussion. Pressures were minimal--learning was fun. Teacher/student interaction was excellent. The ability to meet with teachers outside of class to continue discussions and borrow their books meant a great deal to me. Teachers were, for the most part, up to date in their knowledge of their field and very willing to share it. Excellent patient career counseling.

The greatest strength of the Education program is the field experience. The practical experience is invaluable.

Field Experiences: Actual "hands on" experience prepared me the most of any aspect of the program. The 18 week student teaching allowed me to see a full semester in action.

During my tenure at IUSB (75-82) I received the most benefit from the Educational Psych. classes and the IPL's. They seemed to be well organized, thoroughly covered, and enthusiastically and devotedly taught. These classes were the major reason I stayed in Education at that time instead of changing or dropping out of college altogether.

Placing professors in areas of instruction in which they carry expertise makes any class they teach in that area valuable to the student who enrolls in the program. Some of the professors definitely taught in areas of personal strength and offered a great deal to me as a student. Some of the texts chosen were valuable tools...and still are in my activities with children today.

I was fortunate enough to be placed with an excellent teacher for 1/2 of my undergraduate student teaching assignment. These 8 weeks taught me more about how to be an effective teacher than any college class could hope to.

Ample opportunity prior to and including student teaching to be in the classroom working with actual students and situations rather than strictly dealing with theories and hypothetical cases.

The greatest strength of the program is in the availability, interest, and helpfulness of all IUSB personnel. Everyone I encountered was helpful, understanding, interesting, and understanding of the fact that most classes were being held when students were at their worst (after a full day of work.)

Courses with [redacted] (Sec. School Curr.), [redacted] (Music History Review), and [redacted] (Contemporary Music)

Small classes, with lots of student-teacher interaction, and plenty of field experiences.

Preparation for teaching, especially S/PMH, Data collection and interpretation (Spec. Ed.), and the professors are all extremely friendly, helpful and supportive.

Having the program available thru the facilities of I.U. Northwest in Gary. Being I live quite a distance from South Bend, this was the only way for me to attain my graduate degree.

The counseling with [redacted] and the affective training.

The field experiences and student teaching. Also, the IPL examining the moral and personal sides of teaching, was invaluable.

Being in an actual classroom is a strong point. I learned more participating in the classroom situation as an assistant than as a student. It is difficult to understand fully behaviors and implementation of behavioral programs from reading a textbook.

Some of the professors-[redacted]

As a new teacher I went into my first classroom confident that I could handle any educational problem that came my way--both in theory and practice.

The accessability to course offering was a decided advantage to a graduate student living in Valparaiso. IUSB made classes convenient...particularly in regard to location.

Most instructors were helpful and willing to listen.

The Education Psych. courses (IPL). The Science Methods and some Reading courses.

Methods courses pertaining to subject areas. Also the courses, which are few, deal with real situations in the classroom.

The strength of the program was the exposure to children I received through my training.

I was exposed thoroughly to the history, philosophy, learning theories, and legal aspects of special education and how it applies to the class, and to the total educational system.

Science experiences--the longer student teaching experience (1 semester) and the availability of a split student teaching situation.

Foundation of Education and Classroom Management.

The greatest strengths of the IUSB program are the educational psychology classes (learning theory), reading methods specifically, (Marilyn Maurer) and general methods. Also, a strength of IUSB is concern by professors.

[redacted]--counselor really helped in setting up the program and helping with transfers. Great in giving advice!

Quality instruction, professors who care about education and it's students!

Teaching to write objectives, IEP's.

The university provided a strong individualized approach to learning the ways and means of teaching. Personally I feel the Educational Psychology area was of the greatest benefit to my teaching career and personal growth and development. It offered the most opportunities to "practice" skills and be evaluated fairly.

Class in psychology under [redacted] It was the first course I took there and the one in which I learned the most. Courses in reading and library were also very helpful.

Student teaching

My methods courses were of the greatest value to me. I learned more of what I could use and would need to use in a class room. In many cases I made or acquired specific materials that were useful to me in teaching. These instructors, [redacted], and [redacted] ran classes that benefited me most in the above mentioned manner.

The education professors are, for the most part, an effective group of educators that take a personal interest in the individual. I felt that E550 (Dynamics) and E590 (Exit) were the most beneficial of the basic required courses.

Field experiences and student teaching were of great help to me in preparing for my occupation.

I was happy to see the addition of competency testing before students are admitted into the undergraduate education program. (In the areas of English or writing and math) I think it is extremely important for teachers to have writing skills in order to teach elementary students how to read and write.

The competency, availability, and support of the staff are the program's greatest strengths. In addition, two of the most informative and helpful courses were [redacted] testing and [redacted] Education and Social Issues.

[redacted] Exit Project, [redacted] Method/Effectiveness class.

Student teaching

I had a very strong language are methods program with Marilyn Maurer. The counseling was very helpful to me as a transfer student.

Affective level

I had a very good student teaching assignment and supervisor.

My student teaching experience was most effective in preparing me for the classroom.

My program consisted of many music classes. Music history and instrumental techniques were stressed.

A variety of classes to take and most professors are open minded and up to date.

Certain classes had professors's who really were in touch with reality in the classroom. They were able to teach with actual experience and true interest in the subject.

Variety

At this time I can't think of any.

It allowed me to become more aware of current trends, methods, and materials in my major field of Special Education and Learning Disabilities.

1) Personal interest taken in students by professors and Grad. Ed. Office. 2) Helping students to tailor courses to meet personal goals. 3) Library Resources--materials and people. 4) Exit Project course. 5) Professors who exhibit and practice the methods, etc., they teach--[redacted] for example.

Accessible, classes offered at night.

The people in education CARE. They really helped me personally as well as professionally.

The student teaching is the greatest strength of the program if the supervising teacher is superior. Mine was.

The greatest strength of the program was the willingness of all faculty members to communicate with and help students whenever possible.

My LD course work and the excellent instruction by Dr. Leggett. I felt and understood concepts clearly and feel comfortable writing good objectives and goals.

Good emphasis on the history of education which gave me good insight as to why education is where it is today.

Summer student teaching for graduate students desiring Sp. Ed. certification.

[redacted] exit class and [redacted] methods class, totally different teaching styles for these men, but "pros" in their fields. Also [redacted] reading class.

I think when I was in the program, IUSB's faculty always stressed the importance of "professionalism" in all that we do both in classroom and in written endeavors. This has helped greatly. Also, the legalities of Special Education were explained thoroughly and the paper work and other responsibilities were demonstrated well throughout my 4 years there. I fill most adequately prepared for the paperwork and legalities of my profession!

Teachers with a well rounded program. The reading foundation was very good.

Compatible relationship with other teachers in IUSB classroom associations. The mutual discussion with peer group is in its self extremely educational.

Friendliness and cooperation of staff with students. Faculty knowledge and their abilities to share this knowledge with students.

The greatest strength was that my courses were relevant to my teaching. My entire program was so beneficial and good! I attribute that to the fact that at IUSB you can register for a class knowing in advance who the professor will be. So many friends of mine have attended other schools were they did not have a registration such as this. I was able to choose my teachers and I had some outstanding ones.

It did allow for some flexibility in the choice of courses since the offerings were limited.

The faculty is very helpful.

Concerned, caring professors who remember how it was when they taught younger children. Hearing about their 1st hand experiences was extremely valuable.

Student teaching was the most helpful experience I had. Also, [redacted] practical suggestions were helpful. [redacted] instruction in the affective domain have been helpful.

No great strengths.

The classes for the emotionally disturbed helped me the most. The importance of consistent discipline techniques and consistent teaching methods is what I learned through these courses. A valuable lesson! Some of my old professors are still available to help me with specific student problems!

The greatest strength of the program is most of your teaching staff. I found them to be open, caring and always available to guide and help. The administration, [redacted] in particular, were accessible and friendly. IUSB has a small school, warm environment.

Participating in field experiences and Student teaching.

There is a genuine concern among the instructors to educate the students to be the best teachers possible. (Best courses--General methods and Reading methods)

1) Small class size. 2) Good contact with professors who care. 3) Most classes applicable to teaching situations.

Interested, enthusiastic professors!

The dedicated and professional faculty are and should be a valued part of the education program at IUSB. The course offered and required more than adequately meet the demands and responsibilities of teaching.

Awareness of current or contemporary philosophy in Education.

I think the English courses and instructors were very adequate. The reading courses were very helpful and I'm happy to see they're required for all undergrad education majors.

The openness of the program; the cooperation of the staff. The most useful courses were those that included the psychology department.

Chance to hear and discuss input, ideas, problems, etc. with other people in the educational field--a wide variety of examples from pre-school to administrative.

Geographic convenience of regional school.

The program provides a good theoretical basis and understanding of education and child development and disability awareness. The measurement and evaluation course was very beneficial (taught by [redacted] as were [redacted] L.D. classes.

The student teaching program is strong. The course Principles of Secondary Ed. is very good.

Example: I had a course in Audio-Visual in undergraduate school. By the time I graduated I had completely forgotten how to operate the equipment. The course itself was great.

The most beneficial part of my program was the courses taken under [redacted] in the Reading area. Also, on a personal level, I learned much about the St. of Ind. from [redacted] in the History Dept.

The amount of [redacted]cific research that was required or encouraged.

The majority of teachers I had were very good.

2 courses--[redacted] reading course, and Overview course of learning disabilities.

The counseling--[redacted] and her staff were invaluable help in guiding students.

The counselors [redacted] and personal interest in helping plan classes.

The greatest strength was instructors that had actual experience in teaching elementary level.

Close contact with instructors due to class size and first hand experience in local community where I wished to be employed.

My reading education courses with [redacted] were the greatest strengths in my undergrad program. She provided meat or beef in her content lectures which were practical and needed. Math methods was also very good. [redacted]

1) Writing objectives and evaluating goals. 2) Field experiences.

Exit paper. Class on testing--could have used even more such information.

One can obtain a graduate degree without going to the main campus.

Good professors

Individualized attention

Being able to complete class work with evening classes.

Group interaction in classroom.

The student teacher program is excellent.

The reading series was great--learning how to tutor someone--which I've used many times this summer.

Content preparation (Arts and Sciences) provided a thorough study of my area (history and sociology). Reading methods for Jr. High/Secondary areas is another strength of the program.

Early field experiences.

A wide variety of electives that were useful, practical teaching techniques.

One of the greatest strengths of my program at IUSB was the "smallness" of the education courses and method courses which gave a student the chance to be considered on an individual basis.

The times that classes were offered went well with a teaching schedule.

Size of school--helpfulness of instructors--library facilities.

The method courses are very good. I learned a great deal in both method courses I took.

Faculty was willing to be somewhat flexible in their requirements for those of us who were teaching and coaching full-time while working on our Master's program.

The hours we were able to spend in practicum and classroom situations and the classes in Learning Disabilities taught by [redacted] were the most useful to me in my currant position.

[redacted] knew his field of L.D. and gave me a good understanding of how children learn.

The requirements for graduate program.

As a whole, I felt the teachers and professors were the greatest asset to the education program.

Personal concern for educational growth.

Take classes at night. Summer school. Some of the professors were flexible enough to help me make it pertain to my area. It seems as if many times we were treated as undergraduate.

The reading classes. They offered field experiences and applicable teaching materials.

The psychological and historical sections.

IUSB offered me a very solid background in education which enabled me to enter into my profession with great confidence.

The faculty was always concerned about their students and willing to extend help when it was requested.

Some of the professors who allowed the students to explore areas of professional need made some of the classes more worthwhile.

The instructors. The curricula--the challenge is there, if a student wishes to take advantage of it. [redacted] taught an excellent Science Methods course.

The hands on classes. Science and Math method classes.

Science and Social Studies Methods courses.

I feel that most of the staff members in the department were very open, friendly, and concerned about their students.

The teaching in content approach of several faculty members--[redacted] focus on self-concept in the child. [redacted] stimulation of discussion and maintenance of high academic standards. Plus, the flexibility to substitute more appropriate but related courses from other universities for IUSB requirements.

It made me realize and question why I wanted to go into teaching. We get away from that in the day-to-day realities of the classroom.

Knowledge in my subject area.

The reading classes, with [redacted] were particularly good.

Individual help, emphasis on science and math.

The greatest strength is the personal attention and individual help given by the faculty. [redacted] was especially enthusiastic but I felt the entire staff made the classes relevant for people who are actively teaching.

Practicality and useability of the material.

[redacted] and [redacted] The rest you could get any jerk to do what they did. The professors or instructors were not very informative or prepared. [redacted] are the only instructors that even came close to meeting the needs of teachers--Send [redacted] She was a women's libber that did not play fair. (I am a woman but not like her)

The great interest that professors had in making us aware of students individual needs.

Found the University and staff very cooperative and helpful.

The greatest strength was [redacted] classroom management class and any other class he taught. The importance of monitoring a child's progress and self organization skills were taught in his class.

APPENDIX E

Responses received in reply to the statement, "Describe the greatest weakness of the program."

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I felt [redacted] classes were a waste. He did not have good leadership quality and kept changing his expectations. To build good teachers we need good examples. I feel the program is good but could use training on grade keeping procedures.

M.S. in elementary is too general a program. Felt like it was designed simply to fulfill the state's requirement.

Make it possible to take classes in more special areas. (ex. hearing impaired)

The program did not deal very deeply into the classroom situations, i.e. (How to set up reading group). What to do with children on either end of the scales that are often placed in you room. Also abut the politics that goes on in schools and systems. [redacted] was also an excellent instructor for real down to earth classroom action.

The exit project was of little value except in the development of the skill of annotation. The instructor's main goal seemed to be to intimidate and insult those who otherwise had a rewarding and motivating experience at IUSB.

Resources, computer training.

Very few of my courses contained material specific to teaching English.

The emphasis on theories which do not actually work in the real world-i.e. behavior modification. The lack of emphasis on what can actually be done to maintain discipline in the classroom.

Not preparing me adequately for the mega-hours I spend outside of teaching. Talking about teaching is not the same as teaching.

Several specific courses--(M.S. program), teacher effectiveness, and problems in Education.

I think the electives offered for specific areas of certification were weak.

Reading methods courses--very poor. You need to teach the method of how children learn to read, not how to teach reading in fourth grade.

Dealing with classroom management.

Need a program that requires a thesis for the Masters Degree. Need a program for PHD in Education. Let the student dictate their weaknesses. I needed a P.Chem course instead the state made me take a course I could have taught! (Physical Systems of the Environment)

The exit research program was a big weakness in the education program. [redacted] was inconsiderate in the treatment of his students and made what should have been a positive experience into a negative one.

Lack of guidance for the teacher in knowing how to adequately deal with Special Education students who are "mainstreamed," and those with learning disabilities and the gifted.

I have no complaints.

Dynamic course

I feel the English (Linguistics) and Math classes should have dealt more with "how" we should teach these subjects and not so much "what" we need to teach.

Not enough sharing of techniques that would be helpful in teaching. It was frustrating trying to relate my material to my area of work and it just seemed like the program didn't allow for much flexibility.

Not enough practical experiences.

Limited times that many classes were available was a weakness.

Lack of reading courses offer at 7:10 for students who are limited to 7:10 classes due to distance they travel to IUSB.

Testing class was useless--as were many others I was required to take. I'm glad my undergraduate program was excellent!

Too much theory of education and in the graduate program the classes were a repeat of what I had as an undergraduate (and often times with the same professor).

My area is business education--I had to get my Bus. Ed. classes at other schools.

I did not attend IUSB as an undergraduate. I attended IUSB for my Masters program. I felt most of my masters work was busy work which did not help me become a better teacher. Too much importance was placed on writing objectives and goals.

I don't think there is a real weakness in the program. Personally I did not care much for some of the foundation courses and also for some of the field experiences.

More emphasis needs to be given on organizing your time, records, and activities. Total organization can be a terrific time saver.

Many of the courses I took did not help me in teaching. They were repeat of undergraduate courses. There should have been a required English course and at least one course on discipline. Professors who teach these classes should have been in the public schools as teachers in the last 5 years. Some were very out of touch with the schools of today. Stress management and teacher burn-out should be addressed in some course.

Lack of professional education courses related specifically to teaching areas, mine was math!

Not enough emphasis on teachers having to be disciplinarians/ how to discipline. Not enough "hands on" training with AV equipment (practical application; use of).

Learning strategy for Jr. High and secondary curriculum in my areas.

Actual in-class preparation. What to do the first day. How to set up learning centers. How to do a parent-teacher conference.

Future teachers should be in classrooms more throughout the program. More courses in the teacher's special area esp. for junior and senior high school teachers.

Location--commuting can't be helped in regard to my residence. Limited course selection in my professional field. Although the classes I need take were good.

My graduate program was fine when coupled with my own classroom experience. I think we need to get perspective teachers out in the school sooner and for longer periods of time, especially in relation to "learning to deal with kids".

The 1st 2 years of undergraduate classes i.e. fulfilling Social Studies, Science, and foreign language requirements not designed for the elementary ed. curriculum.

Some of the courses offered were not as challenging as one would expect in a graduate program.

Requirement by state for Masters has caused what I consider a "watered-down" program--students mostly night time and not there by choice. Student teaching supervisor's attitude toward Master's Level students.

1) Operation of audiovisual equipment. 2) Computer literacy.

Our social studies education courses were the least valuable in the way they were taught. I wish the professor would stick to the excellent texts provided and go chapter by chapterand quit requiring all the tremendous emphasis on free materials. Free materials are not that important! How to teach social studies is important!

Need on campus lab experience using methods and materials with children directly on the IUSB campus to be filmed and studied to learn from.

Academically, students did not have to learn enough. Also, some of your instructors in education have never taught except at the college level.

Some of the profs focus on minor details and often leave areas of greater importance untouched.

Writing the final "exit project" research paper was a valuable experience, but why not require it earlier so what is learned from it can be applied to future classes and smaller research projects.

Very little with applying test results to generate worthwhile IEP objectives. Poor student teaching experience.

The types of classes offered needed to be expanded. I don't feel I had enough guidance as to what all my options were.

Lack of specific class time in my teaching area. Example--Learning theory or methods specific to math.

There is no weakness in the program per se the only weakness is that the State forces the Masters program on educators--and many requirements in the Ed. Dept., I felt weren't needed!

I felt there was too much emphasis placed on the affective domain and not enough on the cognitive.

There is not enough emphasis on the practical day-to-day strategies and painters that people who are presently teaching or about to teach need. I think this stems from the fact that many instructors have not spent much time (or enough time) in today's classroom and that students spend too much time listening to lectures on philosophy when what they really need is to be presenting techniques to each other.

1) Lack of electives in non-education departments, especially foreign language. 2) Lack of tie in between methodology classes and major areas. 3) Too much lecture format in some classes. 4) Lack of awareness that graduate level classes accumulates in exit project. Should build into exit project.

It was all done by the teachers who were in the class--most class would assign several chapters to each group and make them teach it to the rest of the class while the instructor would sit back and just oversee. Even at the Masters degree level--it's still in the learning process and I feel there should have been more input from the instructors themselves. Also the registration process is very confusing and lengthy.

Courses dealing with methodology. They seemed to have little relevance in the modern classroom.

I think more English courses should be offered.

Courses are to familiar--1) content overlaps. 2) Format of each courses syllabus was almost identical.

The program needs more field experiences or opportunities for student to work with the age group they believe they'd like to teach. The experiences don't necessarily need to be lengthy but should encompass one-on-one as well as whole class teaching. These experiences could alleviate the "shock" of the student teaching experience.

Not enough lab type training using actual materials, working out daily schedules, etc.

1) Under the "old" masters program we were not required to take any courses relating to Special Education. This should have been a requirement as we are all now faced with mainstreaming. 2) A.V. course I took around 1980 was very weak. No hands on experience. This was not taught by [redacted]

My biggest complaint was having to take IPL and Social Study Methods. I got nothing out of these 2 courses. Most of the problem was the instructor. The unit I completed in Social Studies will be no use to me--I was not even instructed on how to do a unit!! I am still trying to figure out what I gained from either field experience--if anything!

Classroom management-Theory. Classroom discipline-Theory. Theory is fine but actual situations learned in a classroom are far more valuable and usable.

The greatest weakness of the program is the unflexible nature of the graduate program. I was required to take courses that had little if anything to do with the type of children I teach. When I asked to substitute a course that would be applicable I was told I already had used my electives (I transferred 2 classes from a Michigan University which used my elective space!) and must take specified courses. Several of these courses were very repetitive from my undergraduate work at Purdue. As a matter of fact 2 courses used the same books I had studied at the undergraduate level!! You call these graduate courses. My suggestion is to persuade your counseling staff to tailor make each graduate students program according to needs and interests. Flexibility is the name of the game and I found this staff to be very hard to reason with.

Some staff members were not professionals. They wasted my time by holding class. Many times (after working with students all day) I felt my night classes had nothing to offer me.

No great weakness.

I was given little practical help in dealing with discipline problems, Special Ed. children being mainstreamed, dealing with gifted and talented.

Unconcerned, vague, and confusing professors who seem like they could never relate to young children or their needs (academically or emotionally).

Professors who have not been inside a classroom for 5 years or more. Too many courses with the same content which could be condensed.

No provisions for teachers of the Hearing Impaired--most of the courses were irrelevant to me field.

The exit project required so many many hours and what I gained was not in proportion to the time I spent on it. Some of my 3 hour classes proved to be more practical, beneficial and relevant to my needs as a teacher. The exit project is a test of endurance for graduation.

The course selection allowed for outside of education selection--many not appropriate or offered at such a high level of knowledge that most education majors not interested in are unable to meet entrance requirements.

The teaching staff was excellent but all were restricted by facilities and materials limitations.

1) More computer courses than before! 2) Another weakness is having a course that doesn't deal with the classroom Social Studies. We never talked of any social studies books that are in actual use. 3) More classroom management techniques, timing in the classroom.

Testing procedures are pre-determined by school corp. so testing classes should be geared toward psychometrists. We can't change the testing. Alternatives for teaching perceptual deficiencies, (specific problems and how to deal with them).

The loss of a chance to take courses such as Science for the Teacher or other "methods" type classes that would have benefited me as a Special Education teacher. Instead the Fine Arts classes taken had no impact on my future of being a teacher.

Drama classes and foreign language classes at night would have helped me. Also Journalism (these are my duties and interests outside of English).

Some classes required student presentations to the extinction of teacher prepared lectures and text.

Not enough electives in Physical Education being offered on the graduate level.

No comment. I've taken courses in both graduate and undergraduate which may have been interesting but the instructor wasn't.

Lack of consistency in education coursework. The "new" program seems to be much more relevant. I didn't feel that through each subject area you were being directed towards the same goal. It was difficult to put all of the pieces together to create the final picture for student teaching.

The greatest weakness of the program is requiring graduate students to take two courses outside of education. At this level of study, courses outside the area of study should not be required.

It seemed like too many people of questionable qualifications were getting through. Of course it "seemed" that way but I had no way of knowing for sure.

Inconsistency of demands of a class. Varies according to teacher. *Exit project--to large for the # of hours credit--unfair demand in relation to other classes. Should be six hours, if it is so in-depth.

1) Through not fault of IUSB, but some grad. classes are too large. 2) There should be more women teaching at the grad. level.

I didn't feel there were any major weaknesses.

Availability of required courses--when needed the most.

Courses which had little to do with "the present" classroom. They dealt with the past when things were different. All courses should deal with today's issues.

Too much "homework" on the Masters Program for "students" who teach/coach full time.

There was too much emphasis on personal musical ability while not enough emphasis was put on actual methods of teaching. I became a very good pianist but not an effective teacher. I would like to see less personal playing techniques and more of the music methods offered.

I believe the lack of field experience during the first year or two of undergraduate work is something that needs to be considered.

On the secondary level--more hours needed in your specific field or major.

Methods and behavior management.

I felt to much emphasis was put on psychology. The IPL was a waste of time for me. I would have preferred more in class field work. Many of the assignments such as term papers were not of any benefit to my teaching in the classroom.

Planning a full day in the classroom. Schedules and new ideas of how to instruct.

More Content/Education blending, too much philosophy--need more application.

The typical limitations of a branch campus, including somewhat limited programs (e.g. no master's degree= offered in Reading) is the greatest weakness.

In the graduate program, if a research paper is going to be required, allow two semesters to adequately complete research and write a comprehensive research paper.

Employing professors who had not been in the classroom in many, many years and not only do not understand the problems of college students, but those of elementary children as well.

I think the other basic requirement courses (P515, E595 and H520) could be restructured and/or updated to provide more beneficial and applicable information.

In my case, being on the old program, my knowledge of audio video materials and operation was lacking. The same is true of computer knowledge and operation. Another weakness is mentioned in question #24 referring to legal rights, this was hardly touched upon.

The burn out of the profs. Some profs were obviously ambivalent to their classes. The inconsistency of profs in teaching--i.e. creating instructional objectives and what are valid procedures in Student Teaching.

Except for one class in reading, I spent no time working with children! I had no instruction whatsoever in classroom management on a practical basis!

The methods and materials courses need to be more coordinated in teaching methods so that repetition in these courses is avoided and more "modern" or diversified methods and materials can be focused upon. Professors need to be more aware of each others course content. Most professors had little or no idea of how and what other professors taught. (Everyone sort of does "their own thing")

In the area of S/PMR there was no specific method taught to teach these students. Also, we or I needed more method classes in teaching content areas (history, science).

Some type of computer literacy course should be required.

Weaknesses of the program include, lack of placement assistance, lack of computer knowledge (required by students) disorganized instructors [redacted] who hurt students and in turn diminish effectiveness of the program.

Audiovisual equipment, computers, classroom management, parent teacher conferences, and discipline. There is virtually nothing on the above list of topics.

I feel the greatest weakness in the special ed. program is the lack of specific methods courses. I had two general methods courses, language arts and math. I am teaching in a MIMH classroom where I am required to teach all areas of subject matter. It would have been very helpful to have had social studies and science methods. It would also have been helpful to have had a specific reading methods course.

The weakness of the program was the lack of practical, organizational information (organizing your day, grading, dealing with parents, testing, and referral sources).

Not enough courses to prepare you for the real classroom--discipline techniques, teaching materials, teaching strategies, bulletin boards, report card notes, grading, and ideas for writing or art activities.

Lack of classroom management training. Lack of application in Math methods and Social Studies.

Too many "rinky-dink" classes had to be taken just to accumulate hours so that necessary classes would become accessible. Not enough class openings were available in some of the more popular classes.

It appeared that many of the education classes on the Masters level were review of what I had learned in undergraduate school a few years before. I felt that a real challenge in some classes was lacking.

The necessity of having the same prof for several different courses limits exposure to various kinds of thinking, etc.

The greatest weakness is the current cutbacks in funding that are limiting the services available to the Education Department I am truly sorry to see this happening. I fear the current undergraduate will not get the quality education that I received. I sincerely hope that enrollment and funding trends improve in our area.

Not enough time spent on specific tasks (writing behavioral objectives, task analysis) or dealing with problems in the classroom.

I had no "computer" in the school preparation though I graduated in 1980). More use of AV equipment would help.

Not enough information on audiovisual equipment or on testing. Not enough field experience.

Sometimes one professor taught a series of required courses. If one did not care for the professor's teaching ability you were stuck. I think a variety of professors in as many courses as possible is valuable to providing differing techniques and knowledge. (I realize this is not always easy to accomplish with a limited staff!)

Electives are dictated, I'd have really liked to take courses in A.V., art--music for kids, etc. How to supervise others working under you.

Not enough variety in the people who taught classes. Emphasis needed on different varieties of discipline.

The "music education" program never dealt with music ed. No methods instructional ideas, etc. I never heard the term "music education" during the four years I worked on my masters! It appears that tacking on some education courses to the required music courses is supposed to strengthen us as music educators. this is not possible. I did not have the time or money to attend summer professional growth seminars during the years I worked on my degree. It was a very "dry period" professionally for me, because music education was not emphasized. We were never exposed to a "music ed." program. Just music program.

I feel all teachers should have more training in counseling areas. Counselors are so busy with scheduling that they have little time for counseling and many teachers have no training in this area.

An orientation to the graduate program would be helpful with emphasis on the Exit Project so this could truly be a culminating activity to the degree program.

The weakest area of the program is in teaching classroom management techniques (if they can be taught). I needed and still need activities that are independent yet easily managed and worthwhile and don't require many hours after school to assess and prepare.

As stated earlier, there is not enough emphasis on learning the core subjects (science, social studies, English, etc.) thoroughly enough to aid a classroom of students towards learning them. I think there is too much time spent on methodology and not enough time spent on actual content.

The lack of real, true-to-life answers for dealing with learning and discipline problems in the classroom. I recognized practically from the start of my education classes that too many professors and instructors had unrealistic images of an elementary school room. It seemed they knew theory, but lacked "hands on" experience with kids.

Some of the classes I attended had professors that were "fill ins" for other professors who were either gone, ill, or for one reason or another unable to fill classroom obligations. It was really frustrating to me and to every other student in the class to sit under professors who either seemed to learn as the class learned, or allowed the class to teach the class. I resented paying money for such classes. I also attended classes where the text was never used but perhaps one or two times, and even then, only in reference....costing each student in the class between eleven and twenty-five dollars. I also had classes where instructors allowed the break time to extend to a half an hour or more, while they had another cigarette. Many comments were made to that issue among students.

As described earlier, I believe the greatest weakness of the program is the small amount of time which some methods classes, and programs devote to the "methods and materials" area. I think they need to be covered more thoroughly and in greater depth.

IPL and Foundations of Education. Foundations of Education is later duplicated in Ed. Psych. courses and Methods courses. What purpose does the small group IPL serve educationally, except as a weeding out process for the education dept? I don't feel that it added anything to my IU education.

1) Theory!! A bit is a good thing, but the constant push on theory takes away from the practical aspects of education. 2) [redacted].

Not enough methods courses (reading and math especially).

The greatest weakness lies in the methods courses--and this is "where the beef" should be. Too much time is spent on this portion of our degree. Too little care is given to see that the university staff is providing worthwhile instruction. This form is a step in the right direction. If weak areas are strengthened as a result, then Bravo! I think the Social Studies methods class was/is a large weak spot. Too much busy work that had no bearing on reality.

I feel the lack of more art and music courses for elementary teachers is a weakness. Also the lack of training in classroom management. I would also like to see courses such as social issues and problem solving revamped. As they are now I got very little out of them and felt they were a waste of my time and money.

Duplication of content area in certain "methods" courses (i.e. pro-social behavior, minority cultures).

Need more support for interested students who would like more complete information on how to further their education at a higher level and more encouragement when professors notice this interest.

No science courses for Special Education. This is an area that a teacher could do a variety of things with in Special Education.

Not enough experience in classroom before student teaching. Not enough practical knowledge taught (i.e. projectors, office machines, discipline). I was on "old" program requirements.

It might have changed by now, but the Reading program is weak. I learned more in the classroom than at IU. In fact, I felt very inadequate teaching reading during my Student Teaching assignment. (I had [redacted] and [redacted] for my basic training in Reading.)

The program needs to be updated to include or reflect changes in technology, such as computers.

Not having the middle school curriculum requirements completed or course offerings available during my early graduate work.

I got tired of classes that kept preaching "idealistic situations". It was difficult to go into the "real" world with the kids!

The instructors who were unclear about grade requirements and were, therefore, less than objective in meeting out grades. *Computer literacy is essential today. Hands-on experience, a must.

Affective Education courses offered by [redacted]

Its inability (due to lack of funds and faculty) to offer the Masters Degree in specialized fields such as mathematics, English, etc.

Not enough chances to take courses in my field.

It's OK.

Classroom management and discipline methods in the classroom. Without these two teaching can become quite difficult.

Not enough practical application, too much theory.

Secular Humanist Philosophy, Values Clarification--Children should not establish their own values--they can't handle it.

Lack of hands-on, audio-visual experience.

No academic training(method classes) for EMH/MMH. Didn't know how to organize a classroom.

The greatest weakness, I feel, is tenure in IUSB. There are a couple of professors who I feel do not do their job and others with less seniority who are getting laid off even though they are much better teachers.

The F-100 introductory teaching course with IPL was a waste of time and money. A number of the education courses, both at the undergraduate and graduate level do not now seem relevant to me. For example, more simulations of possible classroom teaching/learning situations should be constructed in the S485 course before student is released for student teaching. Also the Master's program should be extended to 10 years as allowed by the state. As a full time teacher I have a demand on my time that limits my taking courses during the year.

The program needs many more classes on just classroom management...(how to organize grades, lesson plans,...just general suggestions). In the long run, these are the types of strengths that allow you to teach effectively.

I believe the area of greatest weakness is in classroom management and the legal rights of teachers and students.

Some classes are much easier than others. Lack of continuity.

Weakest point was the fact that there are so few instructors in this field that you don't get the variety you see in your BA program.

[redacted] The man created a terrible classroom atmosphere and his conduct and methods are contrary to what is being taught in the field of education. His demand for quality is not in question, but his approach to students is unacceptable. I discourage all students to take this man's course.

Some course offerings can only be taken during certain times and this limits you on when you are able to finish your degree. I felt that some staff members are really strict in many areas (i.e. grades, incompletes, outside activities needed, course work) while other staff or professors allow for flexible requirements. It would not bother me one way or the other if all students in education were treated equally. Sometimes personalities come out in conflict (not just with me). I saw this many times in my 6 years of masters work. Almost every class was with a different professor also.

I was shocked when I began teaching to realize I had to teach science, etc., but never had a course in science methods. I feel the greatest weakness in sp. ed. programs is the complete lack of strong, functional methods courses.

Need more instruction in classroom management. More preparation for organizing your teaching. More preparation in how to talk to or handle parents.

Too much overlapping of educational methods, (i.e. writing goals, objectives and lesson plans).

Elective hours to spend on specializing in an area or interest.

1) No computer literacy. 2) Better evaluation of student learning needed.

A weakness I felt in the program was some of the educators should return to the classroom to see that some ideas they presented to us are unrealistic.

There were not enough classes dealing with my major field of study (Physical Education). All the basic educational theories that were offered in the required education classes were fine but not enough was offered in Physical Education or Health. One other gripe would be that many times professors seem to forget that their students also work as they give much busy work.

IUSB faculty observer for student teaching might be improved. I could nave used a traditional grammar class, since I teach English. A class on discipline might be a good addition, but then again, without the experience of really teaching, it might not be very valuable.

The mistake of putting me in the wrong program and my having to spend 18 more hours of music courses tc professionalize my license.

Limited classes available.

The fact that "Reading" course for Jr/Hi was not required. Therefore I did not take one but I am beginning to believe that all teachers regardless of what they teach should have a "Reading" course.

The foundation classes and other "theory" related lectures that although explained why things were as they are, did not present usable/practical classroom suggestions/ideas.

There were not enough classes held outside of South Bend causing a hardship to commute from Elkhart. There was never any course work in my specific area of teaching Industrial Arts.

Too many professors give "busy" work. It is hard to see the purpose of all the papers when you are trying to teach all day. Taper off the to busy work and bring on more hands on ideas.

Computer awareness not a focus.

1) A need for more on classroom management dealing with scheduling and routines for handling a classroom and discipline techniques. 2) Measurement and evaluation of learning in undergraduate program.

Not realistic, not applicable to what is currently in schools.

Some classes not appropriate to my grade level (I had been teaching before beginning M.S. program and have continued). I teach elementary 1st grade. Primary elementary and upper elementary are very different. My class seemed geared toward 4th grade and up.

The greatest weakness of my program was that it didn't prepare me to teach kids who don't want to learn.

The obvious removal-distance of some teaching staff from actual classroom situations.

Professors sometimes were shocked when told about problems and actions being taken by the public schools. Professors should spend more time in actual classrooms. That's the only way they can adequately prepare those in undergraduate programs and help those who have questions during graduate courses.

Classroom application, student teaching, discipline and classroom management for S/PMR, methods for teaching S/PMR.

I feel a lack of knowledge in testing and interpreting test results is a weakness in my education. Classroom management and child development requirements were also weak but easily supplemented with electives.

A lack of coordination between programs (i.e. LD, EMH, psy.) caused confusion and redundancy between and within programs.

Not enough knowledge of school law, funding policies and state legislature roles in education, is in my opinion, a serious weakness in the program. Teachers have the program with idealistic notions of what can be accomplished and are disillusioned with the numerous obstacles within the profession.

All emphasis was directed to elementary level of teaching in each class I took. I was a secondary major.

I think the greatest weakness is the lack of adapting courses to the students present situation in a school. In other words the grad. students should be able to use the course in his or her present teaching position.

Lack of electives or availability of a variety of electives.

Unrealistic preparation for classroom discipline.

Repeat, Repeat...Most of the material and information I received from the required classes was distributed during my undergrad. No attempt was made to analyze past education or experience. Most required courses gave little practical help for the classroom.

It has been many years since I received my degree and 8 years since I taught--so it is difficult to recall. I think my weak areas were in the classes in which I had weak or ineffective teachers (Testing and Measurement/Social Science Education). The program itself should have made AV and library courses mandatory.

A. Some grouping of types of teachers in classes could be good--some assignments and classes were unbeneficial for my area. Example: Art teacher--"testing in classroom" course. B. Required course: teaching methods in classroom--was presented after I had 5 years teaching experience--would have been more beneficial as 1st required masters degree course. C. More course assignments could be more applicable to one's own area.

Educational psychology classes! Two classes in particular were useless. The one prof had never been in a classroom while the other had no idea what he was talking about. I felt insulted by his presence as my instructor. He couldn't even communicate. Also--the need for all education majors to be exposed to "special needs" of children.

Students need more field experience in all aspects not only just teaching students. I feel student should be involved in parent-teacher conferences and left to deal with the classroom totally on their own for longer than a week or two.

Lack of interest shown by some professors and contracting for grades which kills any incentive to do a little more rather than a lot more for the A. (It's easier in our busy lives to take the B and do much less work when normally one would strive for an A.)

The greatest weakness was the instructor I had for the reading lab. I do not feel I had the opportunity to really use the lab--there wasn't enough guidance.

There is great misuse of class time and funds. Education courses have a reputation for mediocrity. My (HS) science methods course was taught by someone who spent too much time on "junior high" or elementary level methods. Affective learning is considered more important than teaching subject matter. As a teacher my goal is to teach my subject because it will help the student lead a better life. More experience in the field--teaching and observing rather than preparing for hypothetical situations would be helpful. I think at least half the required courses could be eliminated. They are a waste of time. These semester-long courses would accomplish the same purpose and be more effective as week-end or week-long seminars. Of the courses I took the following should be shortened or eliminated, Education and Social Issues, Secondary School Curriculum, Student Activity programs, The Junior High and Middle School.

Repetition of class content, meaningless "busy work", too much sitting in circles and class discussion.

Ill-prepared instructors cause confusion and frustration for the student.

I feel you need more actual field experience. At least in the area of Special Education. Teaching experiences in this field are so varied--more hands on exposure is important.

Planning a unit for young children that spans the whole year is excessive. I found this requirement to be tedious and unrealistic to the actual workings of a classroom. I utilized maybe 1/8 of my Civil War Unit during student teaching. More would have been too much!

Art Department. Definitely not enough offered for a well rounded art teacher.

Not enough field experience early in program. Too little support from IUSB staff once placement was made.

Finding a job. Preparing to sell yourself for a position. Awareness of positions open.

1) Classroom Management. 2) Several instructors: Urbach--inadequate organization and practical experience to instruct methodology for junior and senior high science. Assumption that all students can read.

A few bad teachers! I wonder if these men ever had to take an education course before becoming a university professor. They seem to break every rule I was ever taught about good teaching.

Never learning how to teach from a text. Although T101, T102 and T103 were fine classes when do we learn how to teach math to elementary students. Certainly not in math methods. Then where? Games are cute and useful, but textbooks are "in" too.

Poor discipline and public opinion of educators. For some reason the truth about modern educators, with their improved methods and skills in teaching, becomes lost in the noise of poor discipline in the schools, and those teachers become "burned out" instead of receiving rewards because of it. Also, emphasis on "contemporary" literature instead of the classes in the reading programs. They should be balanced.

To much theory--not enough actual classroom experience.

Providing unrealistic optimism about the future of education as we know it, especially as it pertains to securing satisfying employment.

APPENDIX F

Responses received in reply to the statement, "Describe some specific action(s) you think the Teacher Education faculty should take to improve the program."

Responses received in reply to the statement, "Describe some specific action(s) you think the Teacher Education faculty should take to improve the program."

Be more specific in student teacher placement, make sure teacher is really interested in helping student learn, as opposed to just wanting to spend less time in the classroom and more time in teachers lounge. Make sure classroom is in the same field as student. Too much emphasis on laws and legal functions, not enough on actually working in classroom. Need more help on what to do in classroom--techniques, programs, self-made materials. More testing--measurement procedures for S/PMR.

I do not feel capable of giving advice for specific action. I appreciate on-going improvements that are continually being made. One criticism I might make of the field of education in general is the tendency to discard one method and implement a new one. I prefer retaining what has been tried and building on it, or infusing new ideas and methods into a proven program.

Better in-house communication and coordination. More functional application within college classroom work.

1) Seminars led by principals and administrators informing future teachers of the "realistic facts of teaching" in today's classroom. (Special speakers--teachers, counselors, nurses also needed.) 2) Higher SAT scores accepted of potential teacher candidates and a graduate record exam mandatory prior to entrance into the master's program. 3) Computer literacy courses made mandatory for each teacher graduate. 4) Less overlapping of writing objectives and goals in each of the methods classes. More resource material information.

Have less "busy work" at the master's level and have more advanced teaching methods in particular subject areas. i.e. Science, History, etc.

I feel you should continue to use great profs. who are either teaching or otherwise employed by other schools. For example [redacted]

More field experience.

Develop a laboratory school.

Evaluating students experience, education and desires and direct them to classes that would meet their needs.

The teaching faculty, particularly those with tenure, should be reminded that they are the ultimate role models, and as such, should be exemplary teachers.

Pray to the God of Abraham, Isaac, and Jacob for mercy.

Stop distinguishing their own laziness with project presentations which take up half of the semester--they're done teaching by mid-term. One prof even had the class compose the test--she then drew 10 questions out of a box--that was our final exam. A real professional! IUSB must look closely at its personnel. I think it could serve itself well by cleaning house.

Lengthen field experience.

1) Expect higher standards on all papers handed in so that Dr. DuVall doesn't have the opportunity to downgrade standard of work that has been allowed to "get by". 2) Require some sort of computer awareness course since our world is turning more and more to computers. 3) Have a self awareness course so the teachers can learn who they are and why they act as they do, so that they may better relate to kids.

Require more electives and eliminate education classes that repeat themselves. Make sure professors are interesting and stimulating in their presentation.

Greater emphasis should be placed upon learning in specific subject areas rather than methods of teaching. Serious evaluation of teacher candidates should take place before employment in schools. Faculty members should participate in the selection of new instructors.

I think you might begin by forming a committee of past students who teach in a variety of fields to discuss what improvements could be made--most of us are aware of what could have prepared us for our careers in education. I feel more supervision of field experiences plus student evaluation is needed.

Be realistic; there is so much to do every day in an elementary classroom. State requirements to teach so many minutes per week of the subjects. Try to reflect to students there is only a short time per day to convey your ideas to the children. Be concise, keep it light and be fun. Every time you look up they go to recess or lunch or speech, gym class, music. There's little enough time in a day without a dozen interruptions even if they are important ones.

South Bend Schools includes photography, ceramics, jewelry, textiles. How can someone teach these unless they have been taught? IUSB needs much more in the way of an art department. Expansions!

Early exposure to field experience 1-1 with kids would "weed out" those not really dedicated to the field and growing in the profession.

More field experiences--these are very valuable, even in every day life--how to react with students and adults day to day.

1) More exposure to general courses and students who have no motivation, no self-control, and no fear of discipline. 2) More exposure to handicapped and remedial students as found in mainstreamed classes. 3) Longer student teaching episodes.

I would suggest that you always try to maintain the highest quality of teachers that is possible. This does not always mean just the smartest people. One man I had as a teacher was brilliant in his subject area, but he only seemed interested in proving to us how smart he was and how "dumb" we were.

I would like to see some changes in the Math methods. We could investigate techniques, texts, and try them out in the field. We do this in reading. Is math any less important? There are cases where one must teach from a text. (i.e. pilot programs) Don't take it for granted that it's simple.

Utilize all-out efforts to place graduates. However, I think college educators must receive rewards for their efforts, and they must feel security in their profession before they can pass on to others that education is a good field with plenty of opportunity.

More emphasis on classroom management. Students should get into classroom first year--for perhaps a month each semester--starting second semester and spend some time in classroom each semester after that.

To encourage or require some business courses in the curricula especially in non-science areas, so that the private sector of our economy would value an education degree for something a bit more rewarding than for instance an encyclopedia huckster, in the event the graduate doesn't find a teaching job. * I have been rather disillusioned at the prospects of becoming an educator, especially since I am a non-coach type. So I have been looking around in the private sector but am not sure for what I am qualified, nor do I know what else I am interested in. I would be grateful to learn of skills/interest testing and assessment counseling services that could help we non-placed educators realize where else we may fit into the market as prospective employees. Please respond.

Go to a non-graded program.

It's OK.

More gifted education courses.

More methods that can be used in the classroom.

Teachers or Professors who have had actual teaching experience with children. Theories are fine but what I use most is tips by actual teachers.

More field experience with several populations as opposed to exposure to only 2 or 3.

As of right now I cannot think of any because of new laws they are trying pass about teacher qualifications. This, if they are passed will change the whole outlook on teaching.

1) Extend time table for Master's program to 10 years. 2) Include a greater option of courses during the summer sessions. 3) Require more credits in subject matter areas in the masters program and/or make less pragmatic courses optional rather than required i.e. Education and Social issues. 4) Spend more time at the undergraduate level at teaching basics such as identifying and writing out course objectives/lesson planning.

Be more realistic...everyday situations need to be discussed. For instance, how to manage time wisely...also, how to discipline children effectively. (And being realistic at the same time--which cannot be by using 100% positive reinforcement all the time!)

1) All education teachers should have a course in classroom management/discipline. 2) Elective course on legal rights, not just incorporated in other classes. 3) Elective course on audio-visual equipment uses.

I was much more satisfied overall with my Masters program here than my BA from Purdue. The smaller campus works more to meet the needs of the individual students.

I have been pleased with IUSB. The coordination and sequence of administrators classes was ideal to work into a schedule.

1) More flexibility for those teachers with a family (which is most important), outside coaching requirements and a summer job, (which is needed just to get by). To be required by law to get a degree while having all these commitments is very difficult. Please consider a more flexible program for those in this mold so that young teachers coming after me do not have to go through what I did. It was to the point that I had to choose between providing my family's needs and getting my degree. This should not be a choice. (I might ask how many professors in my years of study were forced to make this choice; not given a free choice.) 2) I have some complaints about personal treatment for myself and others. But all I will say because of not knowing how to say it, is if I would treat my students like some college masters students were treated I would not have a teaching job very long.

1) Have Sp. Ed. majors take methods courses, geared at planning curricula and teaching to MR students. 2) Offer a Psych. course in Child Development. 3) Continue courses in behavior management, including writing and evaluating instructional objectives.

Terminate [redacted] as I feel he is a discredit to the teaching profession and IUSB.

The need quality students--perhaps an entrance exam into the school of education could be considered. One that would have some bearing on the academic abilities of the future teacher as well as the personality to work with youngsters in our schools.

1) Require people to test into and out of the program. 2) With the abundance of computers now in schools, come kind of literacy must be required.

There should be more classes offered that deal in actual teaching methods. Since the great majority of people taking the program are already teaching. I feel that the theory classes are little more than a rehash of undergrad. work, while offering classes in new teaching methods that have been developed could prove very useful.

Have more direct student involvement.

Require all teachers to take a Reading course for students level that they are teaching.

More elective hours (if possible), stress affective areas and discipline through positive means. Make the exit project an on-going student interaction/contribution program that will have student input to a teaching strategy devised by the master's student.

To make more effort of having graduate course work for those areas such as Industrial Arts, Business, Home Economics, Art, etc. that are currently not offered.

Teaching resources are numerous, bring in such ideas. Make projects useful to the student so it can benefit them as a person and a teacher. Projects and courses should be appropriate for the teacher's grade level, give more choice. Everyone wants their time to be spent wisely.

More attention should be paid to certification requirements in other states.

Requirement of computer literacy course if it hasn't been added already.

Put content into classes, make classes hard. Place graduate courses so more technical in nature and work at improving them. I received good grades and did not learn but received a piece of paper that says I did!

Need teachers who specialize in primary K-3 grade level and are able to teach and reach students.

I think the only way to really know what its like to teach is to do it. By this I think the student teaching experience should be done earlier (get you feet wet right away). By doing this you can make your decision a lot earlier whether to stay in teaching or not. This will allow time to follow other career options.

If teaching personnel could spend significant time actually teaching in high school and elementary level on a regular basis, I think course content would be affected significantly. At least, a chunk of time, my work, observing one teachers routine, would be, I think, valuable. After graduation--would appreciate opportunity for dialogue with staff.

Increase the time of student teaching and/or practical work in the classroom. More than 2 or 3 contacts should be made by the supervising professor.

It would be much more beneficial for those in the Masters program to be able to "zero in" on their specific teaching situation, and receive more specialization according to grade level, subject, etc. Many of the classes were so general.

Many of the courses were taught by [redacted] at [redacted]. I found his classes lacking in most areas of graduate teacher training. My recommendation is to replace him, if he is still there.

This is difficult to say realizing the current problems. Perhaps more attention could be directed toward teachers who hold Masters degrees for increment incentives to higher pay. Maybe in the form of seminars with degree credit so that teachers do not have to commit one night per week for a whole Semester. I knew that this would interest me as I will complete my Masters degree in May of '85 and would like to add credit to stay current with my profession.

The program needs to have more "hands on" type of experiences. Some time spent by the students in various levels of special education (mild, moderate, severe, and also age levels).

The faculty should be required to participate in actual classrooms. Many times the examples, suggestions and techniques were from 12 of more years in the past. Things change frequently, as we were taught by these professors, yet they did not participate in classrooms to learn what really is happening in the real world. Maybe they should be required to return to the classroom similar to what the legislature was and has stated for classroom teachers. We must get a masters they should be required to return to teaching!

Increase field experience. Ask students as they enter their last two years what they feel they need to know. Encourage student involvement.

Make a wider range of electives available. Field experience before student teaching (Spec. Ed.).

Get future teachers into the classroom as soon as possible. Set high standards for future teachers, and discourage people who do not belong in the profession.

1) Continue to offer courses like [redacted] which give teachers incentive to taking their jobs seriously as a service profession. 2) Please do something from your end of the "music ed." program to push for more emphasis on music education. The program is very weak. No integration of music and education departments. They seem to have poor communication. I can't see a "vision" behind the "music ed." degree. It is obvious that you people in the education dept. don't have much to say about it. I appreciate your openness to suggestions. It's the music dept. that needs suggestions but they are not welcomed.

Require a course or two in counseling.

More subject area courses should be offered during the summer months to allow teachers to do their learning when they're not exhausted after a long day at school. Opportunities for educators in adult education publishing business should be explored and summarized as an alternative to teaching because of job availability. For example, where does one go to see about writing textbooks for elementary students or for publishing independent activities, ditto masters, and workbooks?

Incorporate more substance of the content of the subject matter into methods courses and require more in-depth general courses to better prepare the prospective teacher to take full responsibility for a classroom. Methods classes are important but they need to be more substantial or there should be less of them required.

1) Get the instructors back into the public school classroom every few years. 2) Spend less class time on making "good" bulletin boards and 6-page lesson plans, and replace this with practical advice on working with exceptional students (academic and behavioral). 3) Bring public school teachers into undergraduate college classrooms to talk to future teachers, and answer some of their questions. I would be happy to serve in this capacity at some time. I love teaching, I would not want to do anything else, but there are some difficulties undergrads need to be aware of.

If teachers are not well trained in an area, do not assign them to teach the class when there is another individual who could do much better at fulfilling the demands of the class. If the [illegible]ained instructor is not available to teach the course, do [illegible]t. Students would rather wait and receive quality for [illegible]y, than waste time and money listening to someone "fill[illegible].

1) Review the curricula for the different methods and materials classes--update as needed. 2) Require that all Education student obtain some level of mastery (perhaps by using a pass/fail option plan) in their advanced methods and materials class. 3) Secondary Ed. students could especially benefit from more field experience classes. It is during the field experience that a student can actually use the skills they are being taught and develop them further.

1) Keep student teaching experience as long as possible. 2) Cut down on duplication in methods classes. 3) Cover educational testing more. ITBS and other tests. 4) Emphasize ed. psych. and methods of discipline. 5) More and longer, field experiences. They constitute more of a weeding process than the first year and IPL.

1) The faculty should return to a regular ed. classroom for a time to get re-acquainted with education. 2) A course on classroom management is needed--Practical not theory. 3) A class on being a professional teacher. What to expect in the field. Call me, I'll teach it.

Provide L.D. classes for all programs in Special Ed. because jobs are in L.D. M.R. jobs are very hard to find very often! Double certification in LD/MR is really a must to be competitive in today's market! Provide more reading and computer methods courses.

1) Have a staff member sit in on Social Studies Methods classes for the whole duration. Determine how much is worthwhile. I want to learn. I do not want to be kept busy for busy's sake. It think these two were thought to be the same. I'd like to see smaller, more concentrated blocks of teaching theories in the various discipline and more child psychology. This would be 1st semester of Junior Year. 2nd semester.--Get out and observe other teachers in many classrooms. (I still get a lot out of that.) Then start field experiences. 1st semester-senior year-teach teachers real things like how to organize 3 reading groups in one small area, how to help a child cope with divorce, how to conduct 1 class when reading levels range from 2 levels below grade to 2 above, state requirements, etc. Don't waste our time learning how to write objectives or unrealistic lesson plans. Keep teachers in public schools too.

Some of the courses should be redesigned, possibly with input from the students. I feel a class such as social issues shouldn't be taught and lectured on from a boring textbook. What is happening now, what involves teachers and students, should be addressed. Most of the faculty teach that way, and really make an attempt to know their students and help them in any way possible.

Counseling for future plans of each student to a greater degree by all instructors not just the education office when they see a student has interest in higher education.

A) They should revaluate their curriculum so that it meets the needs of the teacher-to-be. Some of the assignments were irrelevant and considered "busy work"! B) The teaching staff should make arrangements to spend some time in today's classroom. Things do change.

1) Include classes in computer literacy at the graduate level. 2) More writing assignments at the graduate level. 3) Evaluate the need for so much time spent on learning theory at the graduate level.

More inservice or in school field experience for undergraduates/before senior year. (student teaching)

Teach students "methods of teaching".

Each teacher graduating should be required to learn how to operate a computer, create a short program, and be exposed to the wide variety of materials (computer software) available for use in the classroom. A qualified educator should be put on staff and an adequate number of computers purchased to meet the growing need.

Have a meeting (perhaps a luncheon) with teachers currently teaching to talk with your staff on their own inadequacies when they entered teaching to formulate idea of how to remedy those. Discuss with current students in methods course what they don't know and want to know. Audio Visual (hands on) needs much improvement. Discuss many other factors involving teaching. How too's--parent teacher conferences--cum. folders--report cards--1 rate parents. Teachers Rights--Tenure systems--mock interviews.

Don't teach by the book word for word--more practical experiences needed.

Check each faculty member as to the classes reaction. Do they seem truly interested in their subject and do they present that enthusiasm to the class. Most of my instructors did a super job! But, I had some which I felt--wasted my time and money.

Drop the research and development class--too much work in the amount of time given. A good class but too much work.

Actual teaching and field experience should be given. More time spent in the classroom observing behaviors and discipline techniques.

It is imperative for the student to have as much classroom experience as possible, and the education faculty should be kept aware of the daily classroom activities by visiting schools on a regular basis.

Possibly include computer related courses as requirements. Overall I feel the entire program is good.

There should be more field experience. I think a variety of professors should available so a student can have a variety of teaching philosophies. I feel there are to many professors teaching the same thing. I feel a class would be useful on time on task in the classroom.

Don't just assume students will get the needed information to go out and find a job. Go through the necessary channels to explain where you go and who you see in South Bend or Mishawaka public schools. Let students know there are other options, private, substitution.

Individualize the program more to meet the needs of each teacher.

I believe that all education majors should have a course which familiarizes them with characteristics of the learning disabled child--and a course in audio visual techniques (at the undergrad. and/or grad. level)!

I think that one course on teaching English as a second language should be required, even on the graduate level.

More contact between professors and actual classroom teachers.

1) Change the team-teaching format of E595, since professor efforts and demands are not coordinated. 2) Put more emphasis on the acquisition of practical knowledge that can be directly utilized and applied in the classroom, as opposed to theory. 3) I feel all educators need more information on how to recognize learning disabilities in children, instead of limiting this knowledge to spec. ed. majors. 4) A course (or party of one) on computer education.

Use instructors who are very familiar with working in the classroom. They, in my experience, tend to provide more concrete information. They can refer to real happenings from their own experience. They also made me aware of some real problems that would arise. The three instructors above could do this each also kept in touch with current classroom operations.

1) Profs must teach in regular classroom once in 5 years for 1 full year. 2) Be certain all objectives in courses do not overlap with another course--i.e. I read about behavior modification around 5 different times.

There should be some specific instruction and follow-up evaluation concerning classroom management--working directly with children in a classroom situation! I know this is done on the undergraduate level but it should also be done at the graduate level!

Program to help the department become more unified in their teaching approaches and more awareness of each others course content. More dialogue may help professors to make improvements of own methods.

Have someone knowledgeable in the teaching of S/PMR students.

Some of the members need to look at the students (in education) as actual future teachers rather than students "spitting back" the information they have learned.

1) Require a computer class. 2) Increase job placement assistance. 3) Disregard field experience for H340, instead incorporate a field experience in math methods.

I feel the program could be improved with the addition of required hours in dealing with children with disabilities and emotional problems. There is also a need to know how to fill out all of the forms when a teacher is requesting special help for a student.

1) Include a computer literacy course in the Teacher Education Program. 2) Include a course or work in the area of audiovisual materials and equipment for special education students. 3) Maybe eliminate one or two of the theory or history of special education courses and include a couple more methods courses.

1) Computer literacy program. 2) Seminars, workshops, or full courses devoted to approaches of discipline. 3) More practical experiences with kids (although compared to some of my colleagues I received a great deal of experience).

Require and design more courses that deal with classroom situations instead of the theory. Theory doesn't do any good if you don't have some examples of situations. Teachers learn more from teachers who are teaching--not who taught 15 years ago. I'd like to have classes i.e. teaching materials--Ed. Center-[redacted] etc.

A classroom management course implemented and some experience applied to that area.

More people involved who know what is actually going on in schools today. More "hands on" work with computers, computer programs, learning aids and educational tools.

I prefer a continuous educational program such as, quarterly seminars; conventional promotion; textbook displays; etc. I believe that IUSB should be the leader in conducting area conferences for all Northern Indiana teachers.

A new computer literacy program should be put into practice. I believe more time spent with the actual materials used in the classroom. Have students look at these materials, discover strengths and weaknesses. Then help students write supplements to these materials not separate unit! Have professors go back into the classroom!

1) More alternative discipline methods. 2) Student teaching--more mixture rather than all 1 grade level.

I think that some changes have been made in the program since my graduation. I think the more methods and materials classes a prospective teacher takes and the more opportunities to explore his/her field in the "real world" the better equipped he/she will be to fill his/her duties as a teacher.

I think it would help if more specific classes were offered for extra-curricular duties (for ex. a class in play production for drama teachers, a course in newspaper/yearbook production for journalism teachers, etc.). I was prepared to teach English (my major) but not my extra-curricular things.

More summer session courses.

1) Eliminate the exit project or make it more worthwhile by increasing credit hours for it. 2) More field experience in major field of study. 3) Get more professors from Bethel or Notre Dame to offer more electives in Physical Education.

Maybe tighten it up a little. You're doing a great job! Keep it up. You have fine people there!

Finished undergrad so long ago--I don't really have any suggestions that are specific. Graduate course choices were usually good. It would be good if more choices were open to individual to meet his/her particular needs.

Make greater use of current research.

[redacted] language arts class was the best taken. Check out her M.O.

There should be some way students going into special education. can do some initial observation enabling them to find out what they will be working toward. In other words, they should see the "whole puzzle" before it's taken apart and they start putting it together.

1) More concentration in Special Education courses. 2) Computer literacy as a requirement.

I feel that the faculty needs to take a good look at some of the education instructors and evaluate what and how they are teaching.

Provide more field experiences in the classroom. a field experience for each method course.

Give students even more field experience in classrooms with L.D. children, gifted and talented. Give them more practical help (what do I do on Monday morning). Also, more extensive work, maybe even a whole course on Bloom's Taxonomy so that teachers will unconsciously use higher level questioning and feel comfortable with it (lots of practice). More field experience in assigning "writing assignments" to kids and helping them refine their writing.

More contact between schools and education faculty. Workshops for students which reflect the actual conditions in the schools.

Expansion of the program to include all disabilities in the area of Special Education; most specifically Hearing Impairment courses and Speech Pathology.

1) Add an Early Childhood program on the graduate level. If you do, put me on the mailing list. 2) If the exit project is a MUST, lighten up on the requirements. 3) Expand the Resource center materials.

Addition of classes dealing with education or those to help supplement education for elective selection--especially true at graduate level.

In student teaching experience, have books, etc. available for students to use. Don't waste money on a field trip to amusement parks. Spend time on remediating specific learning disabilities, not tutoring in skill areas.

[redacted] did an excellent job guiding and answering questions, but another good counselor would benefit the program.

Increase the amount of field experience for undergrads prior to student teaching. More experience with the gifted child in the regular classroom.

More elective hours outside Education.

Maybe come out to the schools and teach a class (or few) during a semester.

1) Include computer literacy as a requirement. 2) Teach more variety of methods in specific content area. 3) Teach specific strategies for reaching each of the learning modes the individual classroom student has. 4) Require students to prepare more lesson plans including bulletin boards and to present them for evaluation. More experience in content area!

Provide more opportunity for student input in grad. classes on techniques and strategies that work for others in the classroom. Also make a computer literacy course a requirement. It would also be beneficial if a grad student could take more electives in a specific teaching area to increase her/his expertise, i.e. reading, math, science, language arts, etc. Not enough choices are presently offered in specific areas.

Why don't you invite graduates back to review the program in group work, divided into teaching areas more specific than elementary and secondary.

1) Offer more choices in the summer. 2) Offer more courses that would allow a person to do away with some of the General Education requirements and add more major core requirements. 3) Include more classes that deal with practical classroom situations that occur on a daily basis--i.e. classroom management, discipline, organizational skills, etc. sources of ideas to use in daily teaching. 4) More counseling available to guide students and check to see that they are progressing as they should be. 5) Shortened and simpler registration process.

1) I believe the instructors should visit the private and public school system and get a feel of what is happening in Ed. today! Their effectiveness could be enhanced if they realized what teachers are facing on a daily basis. 2) This opinionnaire is an excellent start for a better program.

I think the dynamics course needs updating but right now I have no specific suggestions.

Less busy work and more practical work or projects to be used in your classroom or more workshop or idea oriented. I felt a research paper was worthless and did not help me in my field in any way--other than cause frustration.

Student teaching experiences should be checked more. I was only visited 1 time during the entire program. My final papers were not signed by my IU student teacher evaluation--therefore, my final evaluation from my supervising teacher ended up being harmful to my records, which I later read.

More field experiences, computer, what it is like when you graduate/interviewing process!

Have a particular course to educate students with different disciplining techniques; course with practical experience (IPH, etc.). And course should incorporate info. as mentioned in survey questions 24-26.

Develop a stronger program concerning teaching methods and strategies for content area.

Have us do an actual parent-teacher conference after doing tutoring in reading--more method classes or have them continue into next semesters. I feel I needed more material than I had. What I had I used, but felt I needed more.

1) Put future teachers in the classroom sooner. 2) Have presently employed teachers talk to future teachers. 3) Talk to future teachers about association membership, etc. teacher contracts, political action. 4) Give future teachers of high school and junior high school students more time in their area.

Add professional classes in physical education and health--more available to take when it fits the students schedule better. Coaching theory classes--Football, Track, Basketball, Baseball, Cross Country, etc.

Keep people like Tim Barnbrook!

1) Have students get as much field experience as possible. Working with children is the best experience. 2) Teaching organization skills--such as plan books. 3) What to do once you get your Bachelor's. How to fill out and send for applications. To call and apply for substitute teaching.

Have more courses like or professors who teach courses like: 1) Advanced Study in Teaching Language Arts, 2) Science Workshop for Elementary Teachers, 3) Research Project in Elementary Education to establish more credibility to the graduate program.

It would be helpful to show ways to keep a grade book. Especially in the area of Special Ed. where children are on all levels and various skills. I also think much could be gained by sharing with teachers who are teaching--what are they using that works for them--what are some of their management techniques, perhaps classroom observations of various types classes.

Why not let the degree candidate pick an area in the field of education in which he or she could gain some expertise, rather than a lot of separate general education classes? That way the graduate could be highly skilled in an area such as: reading, using computers in the classroom, classroom management, audio-visuals, methods and materials, science, social studies, recognition of and teaching of special children, etc.

Develop more classes in the special areas.

Get rid of [redacted] 1) Enlighten the students in setting up a classroom. 2) Different methods in class room management. 3) How to obtain supplementary materials that will become invaluable in the classroom. 4) Dealing with parents in conferences and approaches for motivating the parents to help their children. Types of classroom discipline--positive vs. negative reinforcement.

I would suggest more observation of actual classrooms. Also stress management would be a good area.

Perhaps a graduate course might be added with methods and materials directed toward each secondary school discipline.

Send the professors into actual classrooms--specifically at the junior high/high school level. They are too far removed from the actualities of day-to-day teaching--too idealistic.

1) Discuss the realities of teaching with students who are thinking of going into the profession. Having an actual classroom teacher(s) in to discuss the problems/benefits of teaching would help. 2) Allow students to have many classroom experiences before their senior year. By this time, students are committed with many course hours behind them.

Offer courses in methodology or strategies for the classroom such as: 1) computer applications and 2) gifted students. Have these courses be specific for each subject area and have them count as graduate credit in that area. These kinds of courses would be much more relevant than taking 6 or 12 more hours of academics in an area for certification.

More input from experienced teachers on classroom discipline and management. More hands on experiences for the student with little or no teaching experience. Computer knowledge and hands on experiences.

1) Eliminate students who do not have an adequate command of English. 2) Make courses more demanding--especially to earn a B or C.

Dismiss [redacted]

Again, I believe that I was able to get everything I wanted out of the IUSB education program.

Perhaps better guidance procedures. * Additional courses toward doctorate in Education.

I feel the methods classes should be directly associated with Elementary classrooms participation.

Somehow I usually felt the faculty didn't really know what is is like teaching today in 1984. Somehow if this can be done I believe many of these classes would be more helpful than depressing. I no what it is like. I don't need someone to tell me this I need to know more ideas, techniques, etc. on how to cope and deal with education. I did like being challenged on some of the educational issues of this decade. Some of the discussions did give helpful insights on the whys and how we can do something about them.

More special education training for regular education majors.

1) Dismiss [redacted] his methods of instruction are such to make one think he hates teachers. His tests are very invalid. 2) Have [redacted] and [redacted] teach more of required classes. Both are fair, expect a student to study, and know how to teach and test for mastery.

I hate busy work. I want a challenge and I want to learn new things and I like independent study and research in my field. Field experiences are invaluable in learning what the "real world of education" really is. Higher standards required of students entering the field would be a good idea.

Maybe there are not enough business education majors but if just once every 3 summers some courses could be offered for us it would be nice.

L.D. program lab experiences with students prior to student teaching. 2) Provide meaningful information--less "rambling" lectures that gave no real help to teachers.

Get rid of tenured positions and begin evaluating your own professors and what they teach to future teachers! My biggest complaint--put the busy work into the under-grad courses and put less busy work in graduate courses. Graduates don't have time for it. They need discussion groups, readings of up to the minute ideas, and evaluation by testing. Not more busy work!

More practical experience with children while faculty member is present as to make suggestions and comments. Too much actual teaching of the methods is left to the classroom teacher in the school.

Upgrade your Reading Methods courses--make sure your students know and understand phonics. Perhaps a Methods course just on classroom management and discipline.

To strive toward greater continuity in classes and not to let personal interests they have take over the content of the course.